District Ends 1.0 Monitoring Report

Prepared for the Poudre School District Board of Education

POUDRE SCHOOL DISTRICT

Brian Kingsley
Superintendent

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Approved 3-8-22.

Prepared by:
Dwayne Schmitz, PhD.
Chief Institutional Effectiveness Officer

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Executive Summary

While there are many success stories and indicators of progress, PSD also has opportunities for improvement and this report specifies some of these areas. Based on the extensive data displays and analyses evident in this report, several key findings are highlighted below.

Key Findings:

1) Enrollment declines 4.3%, state down 3.3%. Biggest declines for youngest students.
2) PSD enrollment percentage 5-year changes: Latinx up 1.5%, White down 1.5%, Homeless up 1.1%, ELL down 1.3%. Changes other than Homeless % are consistent with statewide changes.
3) PSD continues to support about 9% of students with an IEP; comparison districts all around 13%.
4) Multiple year declining attendance trend levels out at 92.7%, below comparison districts.
5) Truancy rates (unexcused absences) jump up dramatically 2% in PSD, similar increase statewide.
6) Early Childhood school readiness measures increased from prior year.
7) Steady 5-year decline in early literacy measures with steep drop in 2020/21. Acadience, MAP, and CMAS all corroborate the same multi-year declining pattern 3rd grade and below.
8) All levels of free/reduced meal eligibility status show steady declines in early literacy over the past five years, and dramatic additional declines in the spring of 2020/21 were greatest for the groups of students eligible for free or reduced-price meals (each had a 15-unit drop in the percent of students at benchmark) compared to non-eligible students (9-unit drop).
9) There are clear patterns that indicate different ethnicity groups had differential levels of COVID-19 impact on early literacy achievement measures. Latinx, Black, Native American most negatively impacted.
10) The multiple-year drop in percent of students meeting Acadience benchmarks for homeless students, followed by a 15-unit drop in 2020/21 compared to the 10-unit drop for all other students, indicates homeless students were more impacted by disruptions to in-person education and challenges imposed by COVID-19.
11) Students supported with an IEP do have a steady 5-year decline in early literacy measures but did not have the additional dramatic drop in 2020/21.
12) Across the grade levels, there appears to be evidence of declining achievement in reading that began prior to COVID-19 (as of 2017/18) and continues into 2020/21. Also note that all reading achievement scores are well above the national mean scores by grade levels and years. In other words, PSD students are still displaying high levels of reading compared to their national peers as measured by MAP, but at the same time PSD reading outcomes are steadily declining. These statements are true for every grade level and the patterns of high achievement, but declining scores, pre-dates COVID-19.
13) Reading has had a slower, but more consistent decline than math indicating possible underlying structural issues in PSD that pre-date COVID. Meanwhile math declines have been more recent and more dramatic, possibly indicating they are associated with COVID-19 disruptions as opposed to underlying structural issues. Math achievement drops are larger than the associated drops in reading over the past three years (2018/19-2020/21) as measured by MAP data in grades 2-8.
14) As with the comparison between reading and math achievement, fall-to-spring math growth was relatively stable prior to 2020/21 whereas reading growth showed a clear and steady decline prior to 2020/21. We can see that math growth grades 2-8, as measured by fall-to-spring MAP achievement changes, declined dramatically as a direct result of COVID-19. The general pattern of declining growth is evident for all ethnicity groups and socio-economic groups.

15) Among the 403 seniors currently off-track, 124 (or 30.8% of those off-track) are short of graduation requirements by 20 or less credits. Finding a pathway to graduation for seniors short by 20 or less credits would add approximately 124 students to the graduation ceremony in May 2022. Among 2,310 seniors, an additional 124 graduating seniors would increase the 2022 graduation rate by approximately 5.4%. A 5.4% bump for the class of 2021 would have moved the graduation rate from 82.6% to 88.1% which is much more consistent with our comparison districts' rates.
16) Among 12th grade students that are "off-track", it is language arts, science, U.S. history, and economics that are the subject areas most likely to be implicated in being off-track. Math is the 5th subject in a ranked list of contributing subject areas.
17) The percentage of Latinx students off-track by subjects are approximately twice the respective percentages for the overall student population, but the top five contributing subjects are identical, their order within the ranked top-five list has just been shuffled. There is some consistency regarding which subjects/requirements generate the most prevalent credit accumulation challenges across populations.
18) The PSD 4-year graduation rate has decreased 1.8 percentage units from 84.4% in 2020 to 82.6% in 2021. The class of 2021 graduation rate is above the statewide graduation rate of 81.7% (down 0.2 percentage units from 2020).
19) Graduation rate outcomes for comparison districts indicates the PSD target is attainable.
20) For the graduating classes of 2018, 2019, and 2020…the PSD graduates' 11th grade SAT scores were higher than those of comparison districts and the state overall for both Evidence Based Reading and Writing (EBRW) and for Math. PSD graduation rates are lower than those of our comparison districts for each of these same graduation classes. While PSD graduation rates lag comparison districts, student performance does not. This general pattern is true for the student population overall and for subgroups of students.
21) PSD has larger "within district" graduation rate gaps between subgroups and "all students" when compared to Colorado overall and relative to our comparison districts.
22) Dropout rates remain low (0.7%). For subgroups, PSD dropout rates have declined in recent years, are below statewide rates and in a similar range relative to comparison districts, and yet are higher than dropout rates for the overall PSD student population. English Language Learners are an exception in that we see a dramatic 1-year increase (1.5% to 4.3%) in dropout rate.
23) Percent of students who meet or exceed SAT college and career readiness benchmarks in Evidence Based Reading and Writing (EBRW) and in Math have been steadily declining.
24) Substantial SAT performance gaps exist by ethnicity and socio-economic status.
25) PSD graduating classes have grown in their Dual Enrollment numbers at a faster rate than the state overall and our comparison districts over the past 5 years. PSD leads our comparison districts in the percent of students enrolled in the Dual Enrollment Program, including Concurrent Enrollment, as well as Career and Technical Education (CTE).
26) Every PSD graduating class from 2009 to 2019 has had higher enrollment rates, higher first year GPA, lower remediation rates in math and English, higher persistence into their second year of college, and higher rates of college graduation within four years.
27) FAFSA completion rates, and the percentage of students receiving PELL Grants, institutional financial aid, and State financial aid are all low compared to the State and our comparison districts. PSD's percent of students eligible for free/reduced meal prices is similar to our comparison districts. Are we providing the guidance students need to access funding for their postsecondary experience?
28) PSD SEL composite scores and subscale scores have all increased substantially in the past two school years based on data collected through the Student Connections Survey.

29) "Self-Awareness" and "Relationship" SEL competencies are consistently ranked as the lowest two of five measured social-emotional competencies. "Social-Awareness" is ranked highest.
30) Based on the PSD Family Engagement Survey provided to all K-12 PSD families every other year, the percent of families indicating some, or all, of their kids have had an "Above and Beyond" experience went down to 75% in 2020/21 from 86% in 2018/19.
31) It is clear from evaluating multiple years of connections data across the three main subscales that students consistently self-report the highest levels of connection to adults at school, followed by peer connections, and then interests/passions. Patterns vary by level (ES, MS, HS).
32) In 2020/21 the percent agreement decreased sharply for the student-to-interests subscale (74%in 2019/20 down to 68% in 2020/21) and then percent agreement rebounded back up in 2021/22 (73%). The other two subscales (student-to-adult and student-to-student) had a slight bump up in 2020/21, and then adjusted back down to pre COVID levels in 2021/22.
33) Student connection disparities are evident based on student ethnicity and socio-economic levels. There is an overall and persistent pattern of Latinx, Black, and Native American students showing lower levels of self-reported connections associated with school.
34) There is a clear disproportionality in 2020/21 discipline data and academic opportunity data by ethnicity. Disproportionality patterns are evident in past years as well.

The PSD Unified Improvement Plan (UIP) Major Improvement Strategies and Action Steps are intended to address many of the key opportunities/challenges that are briefly described above and discussed in greater detail throughout this DE 1.0 Monitoring Report. The most current strategies and action steps are identified below.

Major Improvement Strategy #1: **Accelerate Learning**
Devote the bulk of classroom time to challenging instruction, at grade-level or higher, and provide all students access to rich, high-quality curriculum aligned with Colorado Academic Standards.

Action Steps for Strategy #1:
1A – High Performing Teams: Teaming work will be aligned with the dimensions of the Standards-based Teaching and Learning Framework and will align instructional practices with standards-based grade level content.
1B - Readiness in Early Literacy: PSD will monitor and provide targeted supports for students who are not meeting proficiency targets in grades Pre-K through 3rd grade in reading.
1C – Graduation Rates: Secondary school leaders will use a protocol to monitor grades every three weeks and identify students who are at risk of failing classes. Monitor high school credit accumulation each marking period to identify students who are "off track" to graduate within 4 years.

Major Improvement Strategy #2: Belonging
Poudre School District will develop and implement practices to ensure people feel appreciated, validated, accepted, and treated fairly.

Action Steps for Strategy #2:
2A – Student Centered, Culturally Responsive Practices: Develop and implement practices to ensure that all students have positive and supportive educational experiences.
2B – Restorative Practices: Lead teams from each secondary school will participate in restorative circles training. Formulate a comprehensive Restorative Practice implementation plan. Complete the Tiered Fidelity Inventory (TFI) and Self-Assessment Survey (SAS)
2C – Culturally Responsive Pedagogy and Instruction: Ensuring all staff have access to multiple and varied learning opportunities to engage in self-learning, anti-biased strategies, and inclusive practices

Introduction and Background

The Poudre School District Board of Education (BOE) adopted the policy governance model. In this system of governance, the Board of Education sets broad policy that establishes the vision and direction of Poudre School District (PSD) for the Superintendent to implement. The District Ends 1.0 are aspirational and visionary goals for the district from which the Superintendent can create opportunities for students that align with the community's values.

"Ends policies define what results an organization holds itself accountable for producing in the world, for which people, and at what cost. Ends policies, thus, are very distinctive statements. They are not vague generalizations about improving the quality of life. They are not about what an organization does (that is, the activities it engages in) but about the impact it intends to have. As a result, no matter how broadly stated, Ends are ultimately measurable" (The Policy Governance Field book, p 81).

In June of 2014, the Board of Education provided the Superintendent with a substantially revised set of Ends for which an initial interpretation, with measures and targets, were subsequently developed. The following Ends, and related outcomes for 2020/21, are the subject of this report.

1.1 **Foundations for Success:** PSD students attain milestones to ensure long term academic success. PSD measures and monitors individual student progress against these milestones.
1.2 **Success in a Changing World:** PSD students are prepared for college and workforce success. PSD ensures access and encourages participation in a wide range of experiences that reflect expectations of a changing world.
1.3 **Above and Beyond:** PSD students are challenged, motivated, and inspired to reach their personal level of excellence. PSD offers students a broad and diverse set of opportunities that cultivates their talents and offers multiple pathways to high levels of success.
1.4 **Connections:** PSD students feel academically and socially connected to their school and community. PSD provides engaging opportunities to support students' individual pursuits and interests.

There are two types of data being reported in the Monitoring Report. The first type includes measures for which specific performance targets are set. These targets are selected such that our system can organize toward their attainment, and such that changes in the level of attainment over time should be related to the effectiveness of our system. The other type of data being reported in the Monitoring Report is what can be termed auxiliary data and there may be "benchmarks" associated with these auxiliary data that are identified to provide some amount of validation or additional insight regarding progress toward the district Ends. The NWEA MAP growth data falls into this category, as there are no targets set in relation to NWEA outcomes, but the data are useful in validating student achievement and growth in math and reading.

There are several purposes for setting targets on key performance indicators and systematically monitoring our progress toward attaining these targets. One purpose is to communicate clearly to the public we serve regarding those outcomes that we aspire to attain. An example of an "aspirational target" is that 100% of our students successfully complete their K-12 educational experience. A second purpose of setting and monitoring targets is to indicate whether key outcomes are increasing, decreasing, or remaining consistent. This purpose reflects a desire to track continuous improvement efforts.

Targets have been set under the premise that continued progress toward the sustainable attainment of the performance targets will require system-wide alignment and ongoing improvement efforts across all grade levels. The metrics selected for target setting should provide Poudre School District (PSD) with a

rich source of information that is responsive to changes in policy and practice and will therefore provide indicators of real successes and areas in need of further attention. The district's goals are intended to ensure that all students are prepared to capitalize on the opportunities available in our rapidly changing world. The best way to ensure that choosing metrics and setting targets impacts the system itself is to ensure that the same metrics and data views are available to individual teachers, counselors, principals, and community partners.

To promote and support movement toward optimal outcomes system wide, decisions regarding metrics and data sources/displays have been made while considering school team access to similar school and student level metrics. An example of this is the use, wherever possible, of data visualization tools provided by the Colorado Department of Education (CDE) and PSD. PSD-developed data visualization tools are collectively referred to as the PSD Analytics Platform. The three levels of the PSD Analytics Platform (Student Insight, Staff Insight, and System Insight) are heavily utilized throughout the DE 1.0 Monitoring Report. Providing views pulled directly from the data analytic tools and then providing context for interpretation within this Monitoring Report should promote wide use and increasing understanding among the many district/school leadership teams and our community partners. Promoting shared understandings, uncovering longitudinal patterns that have leadership value, empirically testing intuition-based assumptions, and thereby promoting data-informed leadership actions are the intended outcomes of the PSD Analytics Platform. Utilizing the Analytics Platform in the DE 1.0 Monitoring Report should aid in furthering all these intended outcomes and ultimately contribute to higher levels of student outcomes and improved student experiences.

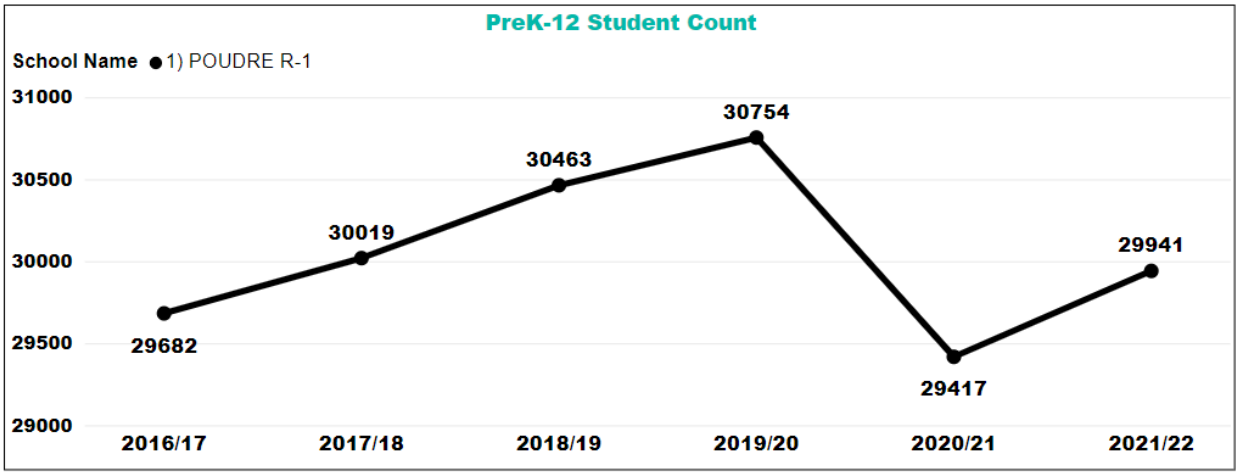
There are multiple hyperlinks included in this report that provide direct access to fully functional data visualizations that are part of the PSD Analytics Platform. Student identifiable information is NOT INCLUDED in these data visualization tools. The analytic tools provided do include drill-down to the school, grade, and student group levels. Aggregate information, broken out in many possible variations of cross-referencing groups through filter selections, is a very powerful tool for exploring mountains of information and identifying key insights. The information provided in the appendices of this report has been substantially reduced over recent iterations due to the inclusion of links to the very powerful and dynamic PSD Analytics Platform.

Finally, there are two important distinctions to make within the context of the Monitoring Report. There is a difference between a normative interpretation of outcomes and a criterion-referenced interpretation of outcomes. This report contains both forms of contextualizing outcomes and often reports these types of data in conjunction with one another. There are reasons to understand how students perform compared to others, and there are reasons to understand how students are performing compared to an objective performance criterion. An example is to monitor what we commonly call "closing the gap." PSD endeavors to close the achievement gap by raising achievement levels for any group of students historically performing below any other group of students (a norm-referenced view of achievement gap). PSD also endeavors to close the gap between individual performance and grade level expectations for each individual student, and groups of students, currently performing below grade level expectations (a criterion referenced view of achievement gap). Regarding the role the Monitoring Report plays in the grand scheme of system accountability and improvement, efforts to close gaps benefit from both criterion-referenced interpretations and norm-referenced interpretations of student outcome data.

The Monitoring Report is not intended to convey the "means" by which results are achieved, but rather it focuses on the "ends." This is the second important distinction to make at the outset of the following report, as the reader will note that the entire report is focused on student outcomes relative to the defined measures and targets. With that said, the PSD BOE has expressed an interest in some level of

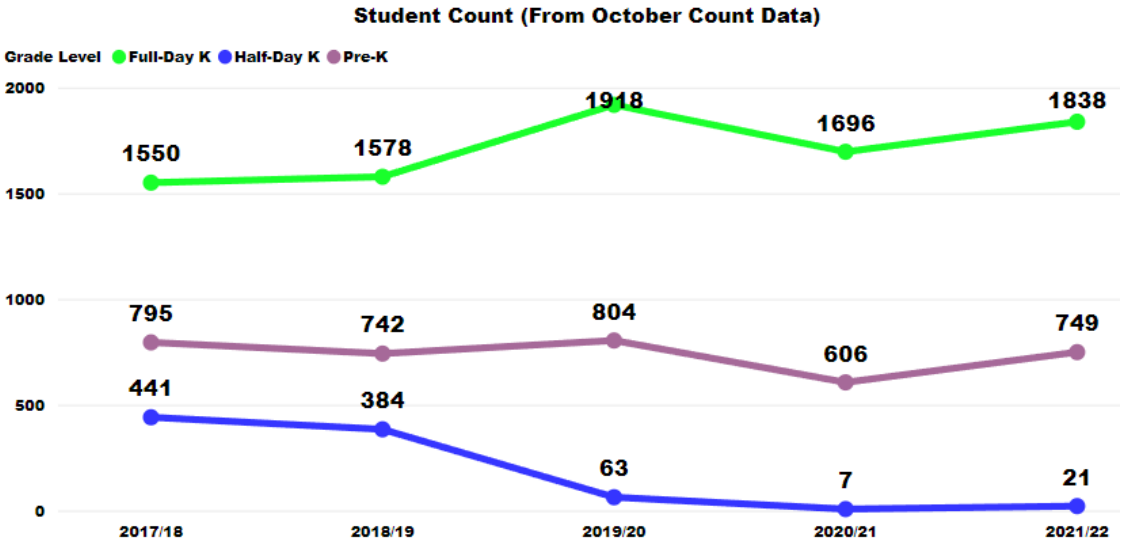
synthesis and interpretation as opposed to just providing tables of outcomes and target attainment statements. The current report will attempt to provide a balanced level of interpretation regarding outcome patterns that appear to reflect systemic causes or associations. This report helps inform the annual work of the district on the Unified Improvement Plan (UIP). The UIP is a companion document to the DE 1.0 Monitor Report, and it is where the district documents a root-cause analysis, major improvement strategies, action steps, and related timelines. These two documents form the basis of the Poudre School District's annual cycle of system improvement and accountability. Please keep in mind that successful implementation of any action step contained in the district UIP is likely to have an immediate, or long term, impact on virtually all the targets outlined in this report.

To set context for the outcomes evidenced in the remainder of this report, a quick set of information on longitudinal demographic changes is provided below. The following graphs reflect changes in the PSD community of students over the most current six years. The views below come directly from the Pupil Membership dashboard developed by PSD and available via the PSD website. Totals below include charter schools.

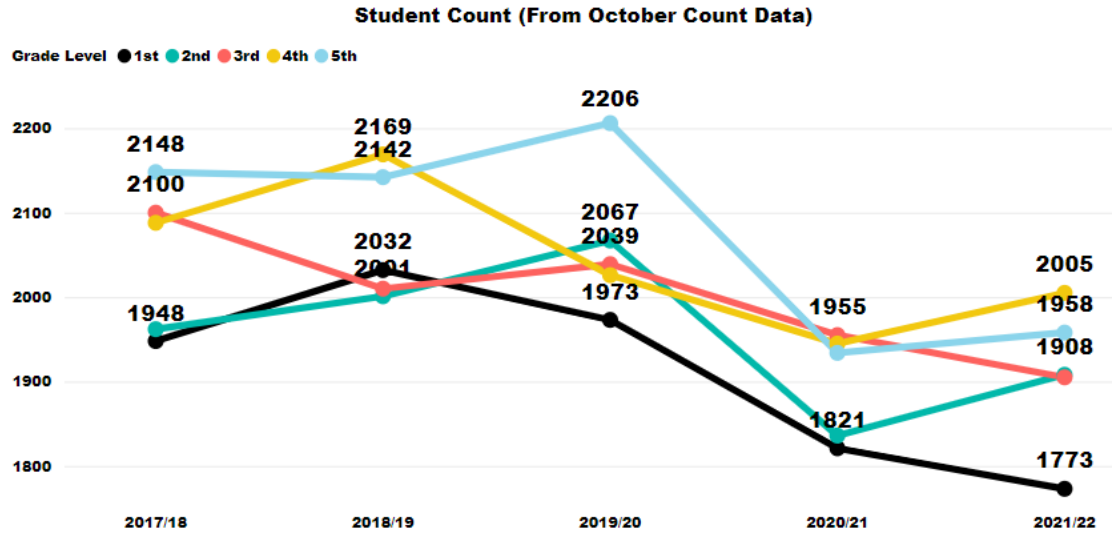


Enrollment numbers are a metric of high interest while analyzing data related to the 2020/21 school year. The state reported a decrease in fall 2020 enrollment of 3.3%, while PSD has experienced a 4.4% drop for non-charter schools (4.3% drop across all schools including charters). The state reports that this is the first decrease in year-to-year enrollment in over three decades, and that it is due to the impact of the coronavirus pandemic. Fall 2019 to fall 2020 enrollment changes are dramatically different by grade level.

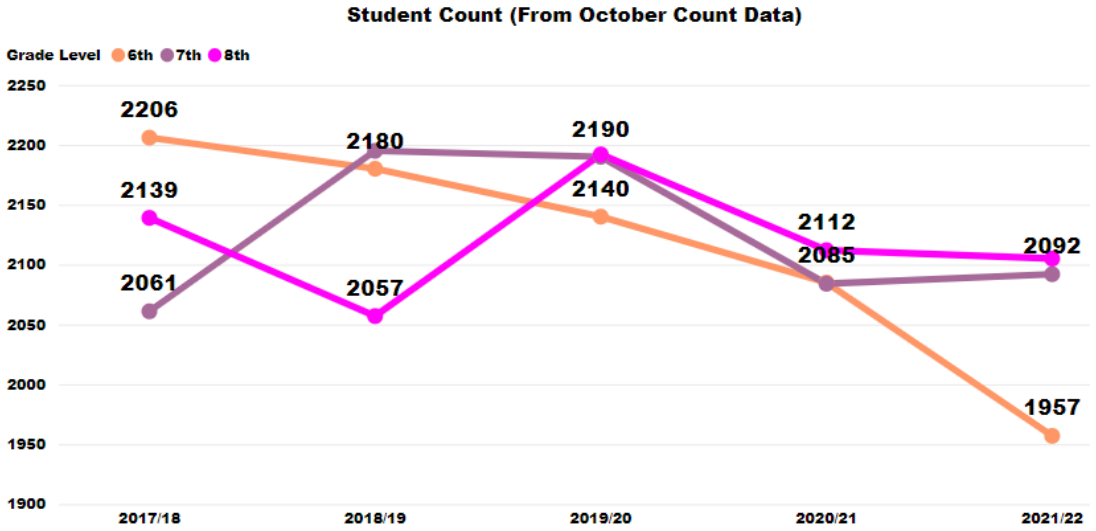
Decreases in fall 2020 enrollment are largest at the PreK and kindergarten levels, followed by enrollment decreases in grades 1-5. Middle school grades showed a more stable enrollment pattern with losses near 4 percentage units, while high school grades increased their enrollment by about 3.5 percentage units. Rates of reduced enrollment within grade levels do not appear to be highly associated with ethnicity. These enrollment reductions in early grades may translate into learning loss that PSD will be challenged to address throughout 2021/22 and into the future. Enrollment data for 2021/22 are included below to illustrate the extent to which student counts rebounded following 2020/21. Counts by grade below do not include charter schools.



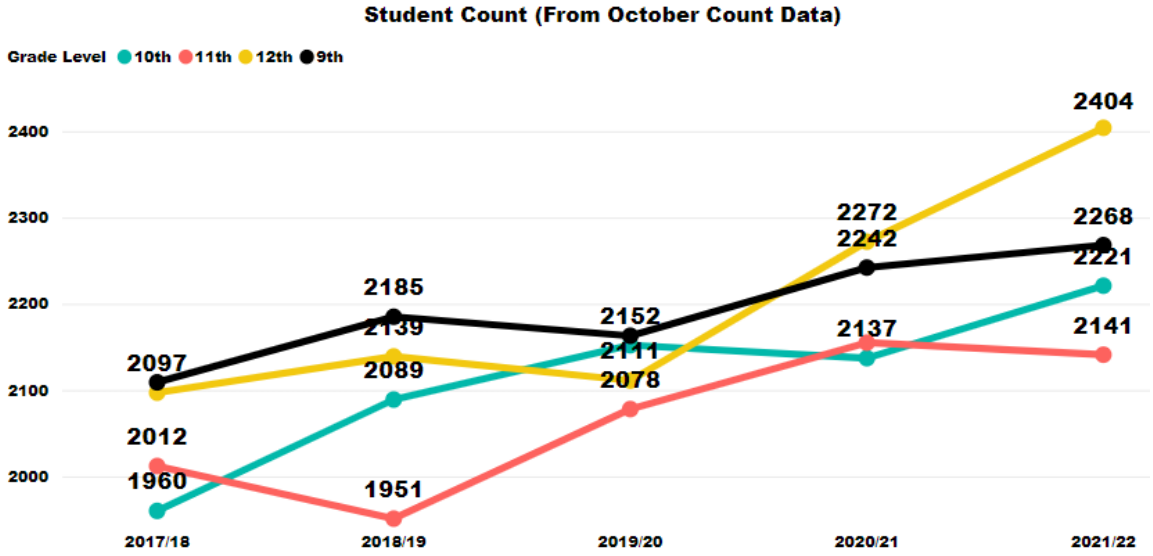
Grade	Count 19/20	Count 20/21	Count 21/22	Enroll Change 19/20 to 20/21	Enroll Change 20/21 to 21/22	% Change 19/20 to 20/21	% Change 20/21 to 21/22
Pre-K	804	606	749	-198.0	143	-24.6%	23.6%
Full-Day K	1918	1696	1838	-222.0	142	-11.6%	8.4%
Half-Day K	63	7	21	-56.0	14	-88.9%	200.0%
Total	2785	2309	2608	-476.0	299	-17.1%	12.9%



Grade	Count 19/20	Count 20/21	Count 21/22	Enroll Change 19/20 to 20/21	Enroll Change 20/21 to 21/22	% Change 19/20 to 20/21	% Change 20/21 to 21/22
1st	1973	1821	1773	-152.0	-48	-7.7%	-2.6%
2nd	2067	1836	1908	-231.0	72	-11.2%	3.9%
3rd	2039	1955	1905	-84.0	-50	-4.1%	-2.6%
4th	2026	1945	2005	-81.0	60	-4.0%	3.1%
5th	2206	1934	1958	-272.0	24	-12.3%	1.2%
Total	10311	9491	9549	-820.0	58	-8.0%	0.6%



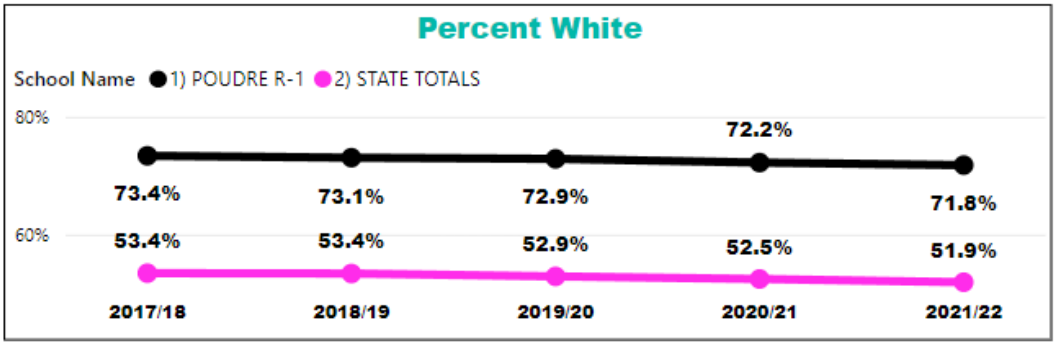
Grade	Count 19/20	Count 20/21	Count 21/22	Enroll Change 19/20 to 20/21	Enroll Change 20/21 to 21/22	% Change 19/20 to 20/21	% Change 20/21 to 21/22
6th	2140	2085	1957	-55.0	-128	-2.6%	-6.1%
7th	2190	2084	2092	-106.0	8	-4.8%	0.4%
8th	2192	2112	2105	-80.0	-7	-3.6%	-0.3%
Total	6522	6281	6154	-241.0	-127	-3.7%	-2.0%

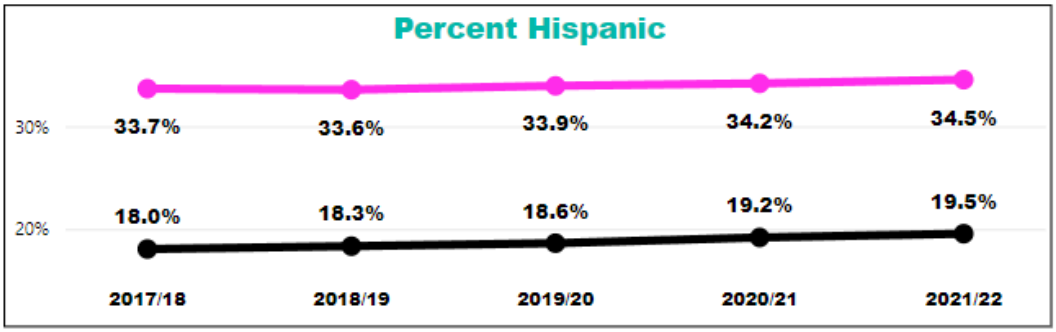


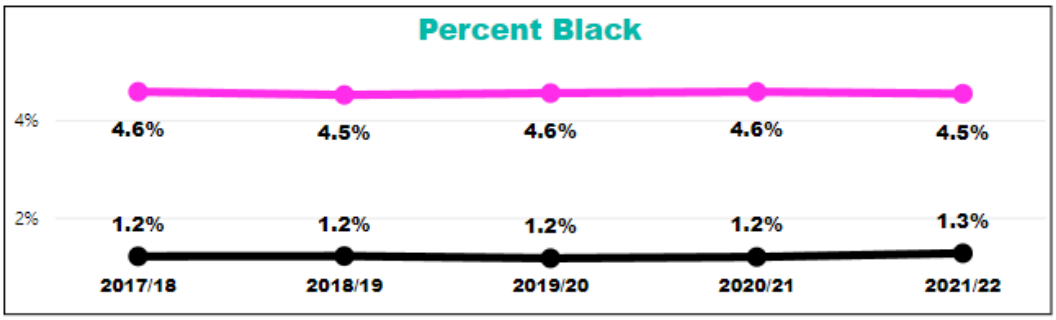
Grade	Count 19/20	Count 20/21	Count 21/22	Enroll Change 19/20 to 20/21	Enroll Change 20/21 to 21/22	% Change 19/20 to 20/21	% Change 20/21 to 21/22
10th	2152	2137	2221	-15.0	84	-0.7%	3.9%
11th	2078	2155	2141	77.0	-14	3.7%	-0.6%
12th	2111	2272	2404	161.0	132	7.6%	5.8%
9th	2163	2242	2268	79.0	26	3.7%	1.2%
Total	8504	8806	9034	302.0	228	3.6%	2.6%

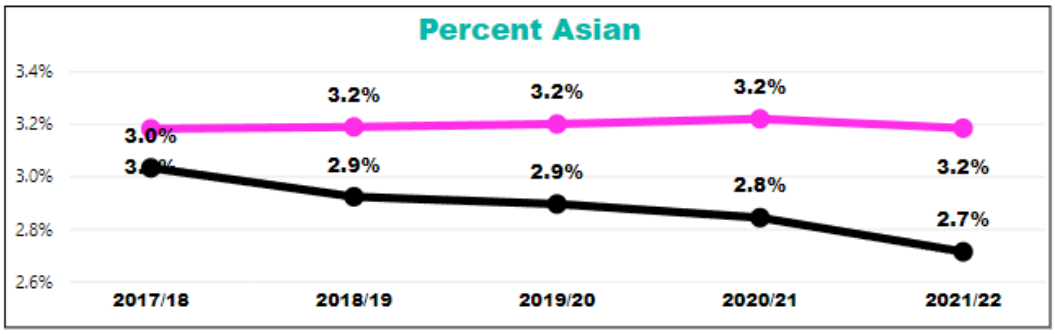
Enrollment by Student Characteristics (October Count)

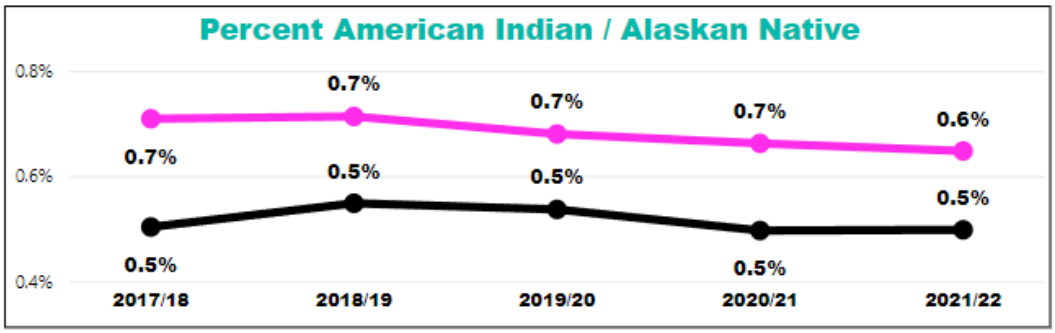
Enrollment by race/ethnicity in the district has been slowly shifting, with students identified as White decreasing by about 1.5% and Latino population proportions increasing by about 1.5% over the past five years. These changes in PSD are consistent with changes statewide over the same span of time. Student subgroups by program type have also experienced slight, but steady changes in most cases. English Language Learner percentages have been decreasing slightly over time (6.6% to 5.3% over 5 years), the percentage of students served with an IEP have increased slightly (8.4% to 9.0%) over 5 years, and students with a 504-plan have increased steadily (3.9% to 5.1%) representing another gradual, but consistent trend within PSD. **The biggest shift that we will delve a little deeper into is the dramatic increase in the homeless student population**. Totals by student characteristics below include charter schools.

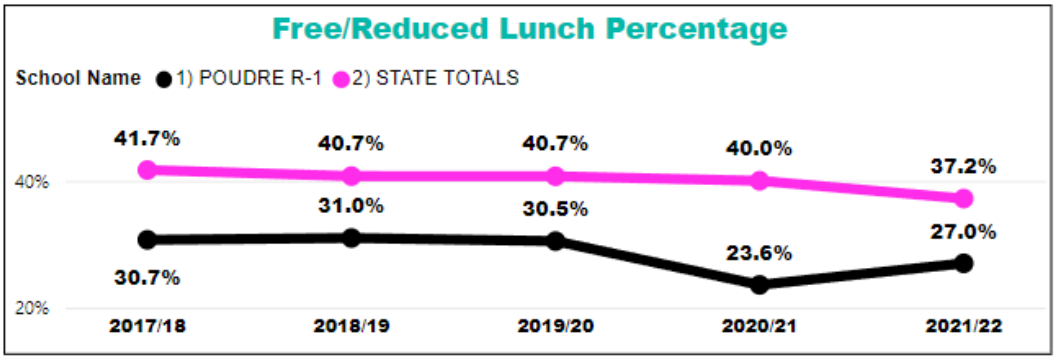


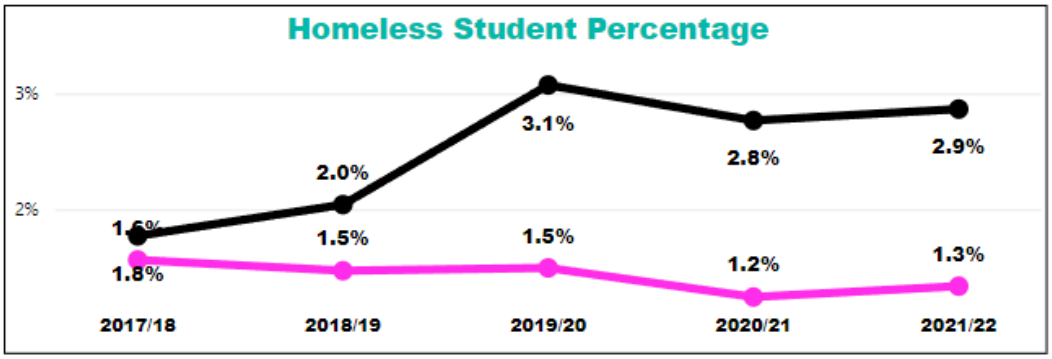




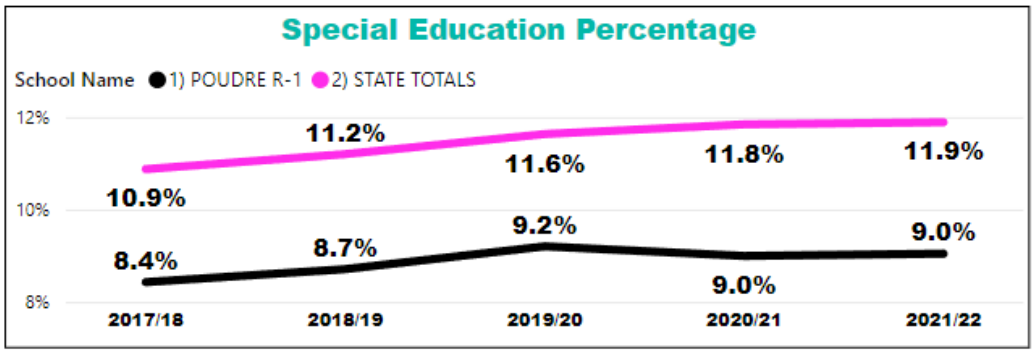

Percent Asian
3.4%
3.2%
3.0%
2.8%
2.6%
3.2%
3.2%
3.2%
3.0%
2.9%
2.9%
2.8%
3.2%
2.7%
2017/18
2018/19
2019/20
2020/21
2021/22

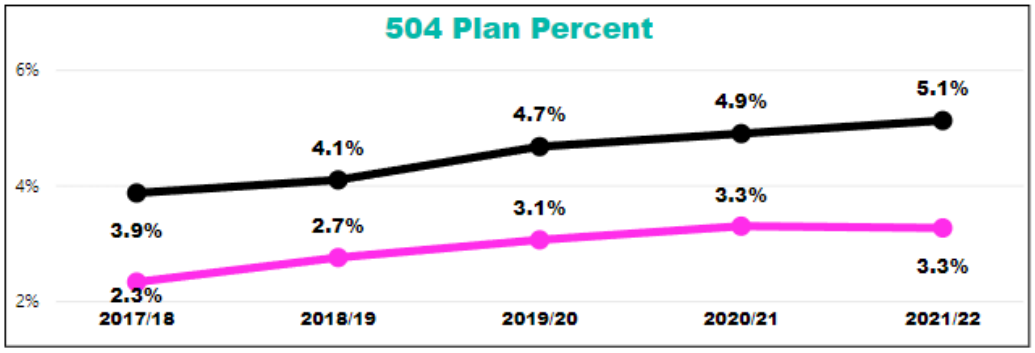

Percent American Indian / Alaskan Native
0.8%
0.6%
0.4%
0.7%
0.7%
0.7%
0.6%
0.7%
0.5%
0.5%
0.5%
0.5%
0.5%
2017/18
2018/19
2019/20
2020/21
2021/22

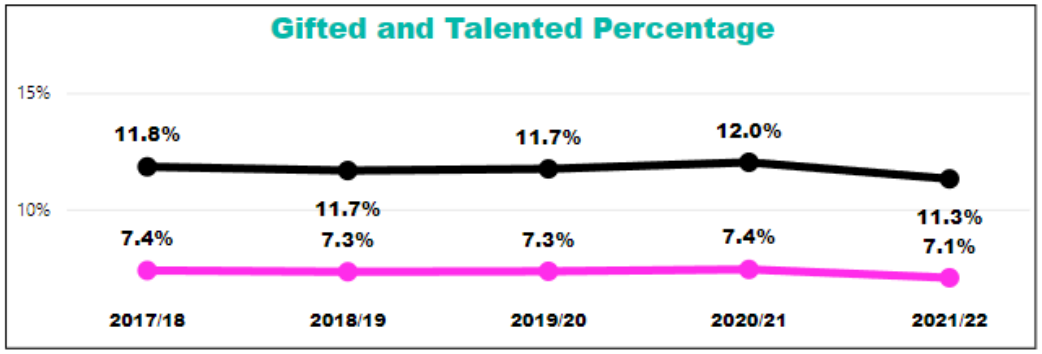

Free/Reduced Lunch Percentage
School Name
1) POUDRE R-1
2) STATE TOTALS
40%
20%
41.7%
40.7%
40.7%
40.0%
37.2%
31.0%
30.5%
27.0%
30.7%
23.6%
2017/18
2018/19
2019/20
2020/21
2021/22

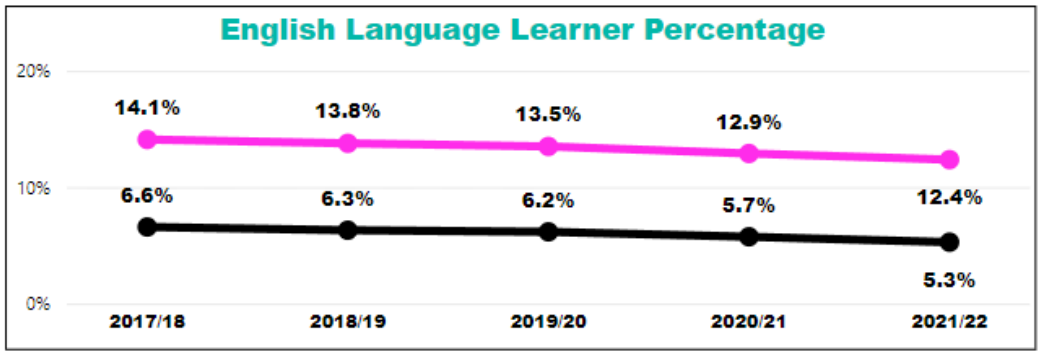

Homeless Student Percentage
3%
2%
3.1%
2.8%
2.9%
2.0%
1.5%
1.5%
1.2%
1.3%
1.8%
2017/18
2018/19
2019/20
2020/21
2021/22

Enrollment by Instructional Programs (October Count)



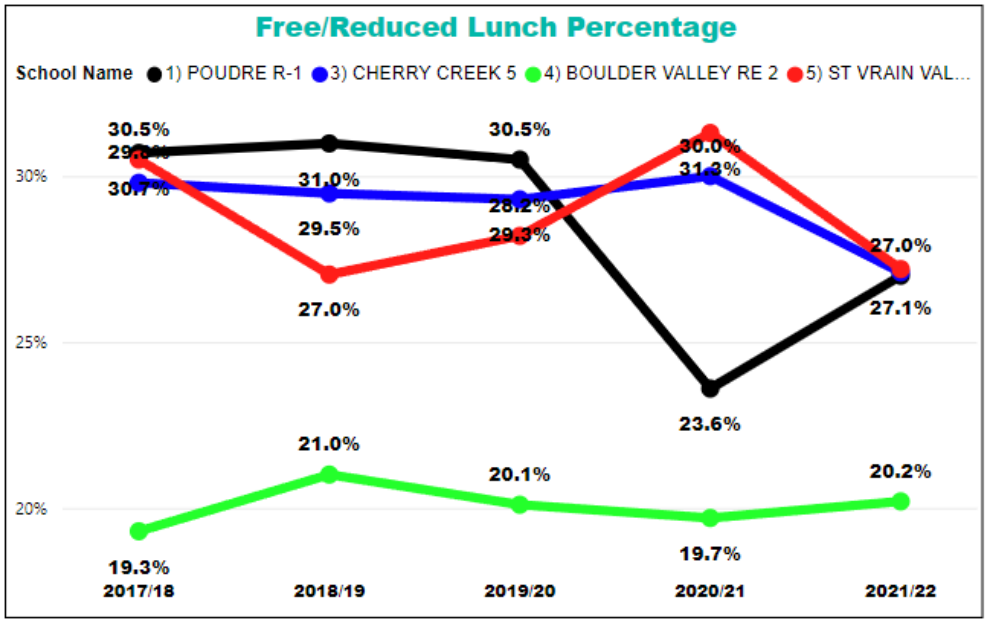




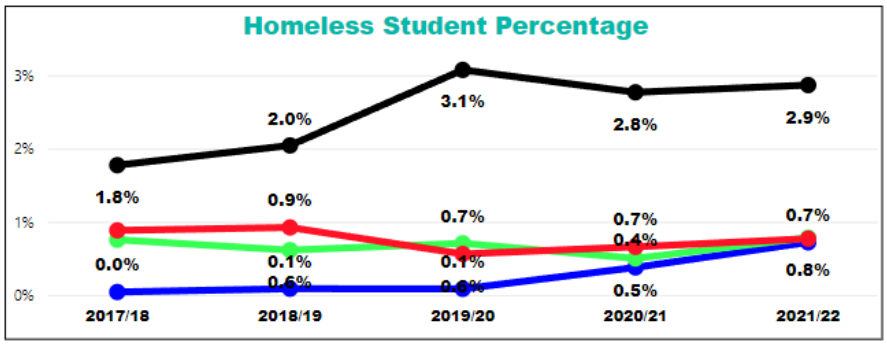


The following graphs of student population changes for comparison districts most like PSD are being included to quickly examine if our neighbors are experiencing similar trends. Given that they are not, it should be of interest to PSD to understand what the local dynamics are that contribute to the free/reduced lunch and homeless enrollment patterns.

The unusual and dramatic drop in free/reduced lunch rates in PSD are a data anomaly as opposed to a sudden shift in real income levels of households served. In 2020/21 as part of the response to community needs and the challenges of distance learning, free meal options were offered to all students. The application for free/reduced meal programs is an annual process requiring families to reapply each school year. Given that free meals were already being offered to all, and many students were receiving their education through various forms of distance learning from home, the benefits to completing the free/reduced meal program application was greatly reduced throughout PSD. The dramatic reduction in the number of students recorded as eligible for free/reduced meal prices associated with PSD while not seeing similar patterns statewide or among our comparison districts in 2020/21 may indicate PSD was somewhat unique in offering our community this level of support during the COVID-19 crises. We can see in the graph below that PSD, Cherry Creek, and Saint Vrain have each attained a very similar free/reduced meal percentage in 2021/22.

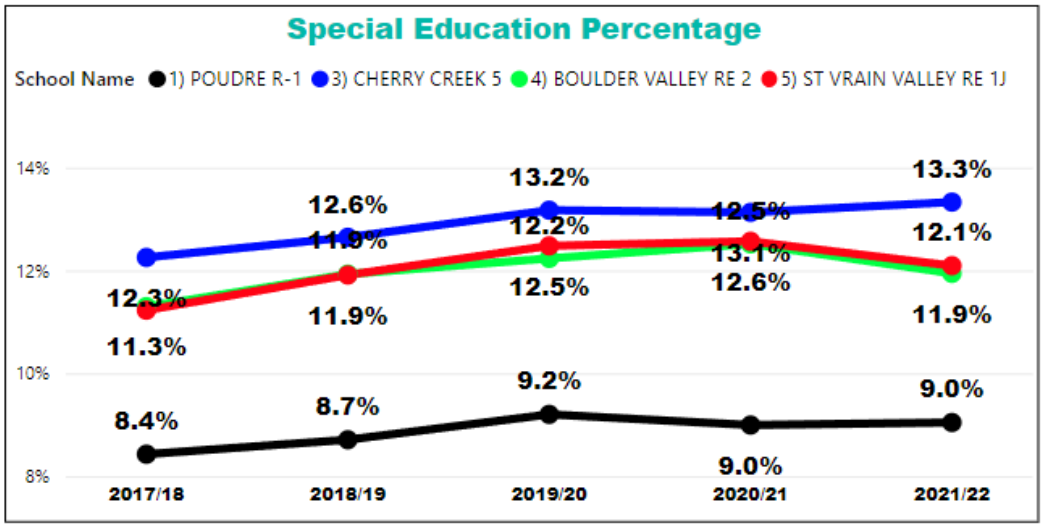


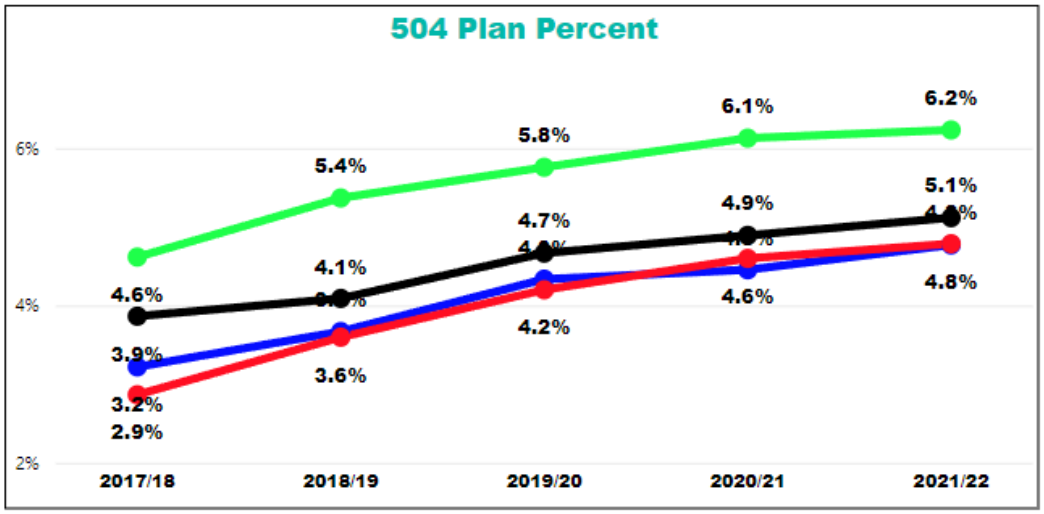
The substantial increase in the percentage of homeless students associated with PSD relative to our past and relative to our comparison districts **represents a real change in student living conditions as opposed to a data anomaly or a change in data tracking processes**.

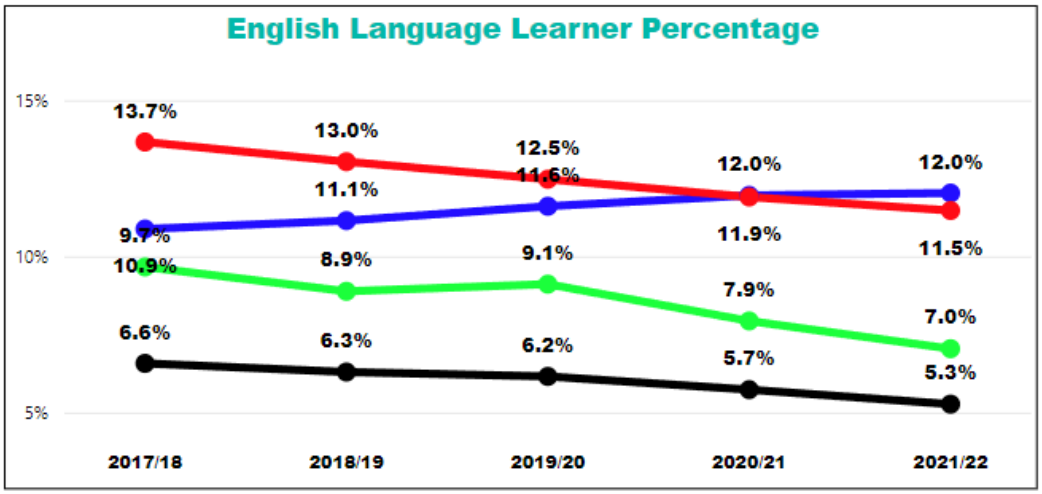


This is a shift that PSD must address through internal practices as well as coordinated efforts with many community partners. Student can be designated as homeless for several different reasons, and there are important differences between these designation criteria. Four types of homelessness nighttime shelter and their associated 2020/21 approximate student counts are; Shelters / Transitional Living (50 students), Doubled Up Due to Economic Hardship (1,150 students), Unsheltered (Cars, Parks, Campgrounds 130 students), Hotels/Motels (50 students). To learn more about student homelessness. go to (https://www.cde.state.co.us/studentsupport/homeless_index).

Relative to our comparison districts and the state overall, PSD has consistently identified a smaller percentage of our student population to be supported with Integrated Services. While PSD 504 percentages are higher than the states, they are very similar to those of our comparison districts.







As we explore our data, identify meaningful patterns, and empower our educational leaders and community partners to act in support of student outcomes and experiences; a shifting overall demographic has become one factor that policymakers and practitioners alike may need to monitor more closely and seek insights that support effective leadership.

COVID-19 had a major impact on schools and districts nationwide, PSD was no exception. PSD schools went to a "remote learning" status following Spring Break in March 2020. From the outset of 2020/21 PSD offered several different operating models that ranged from a newly formed fully remote school to hybrid models to in-person instruction with masks/cleaning/social-distancing and contact-tracing protocols. The changes PSD staff navigated to support students and families as well as one another created excessive workload and stress. Without going into detail on the challenges posed by COVID-19, it is important to insert this quick recognition of the tremendous effort students, families, staff, and community partners put forth to meet the needs of the PSD students, families, and staff during this challenging time.

A second important note is that test participation rates have been impacted by COVD-19 in 2020/21. A quick example of the impact can be summarized efficiently by looking at the Colorado assessment system participation rates for three available years in a row and recalling that the state assessment system was cancelled in 2019/20. The following information is provided only for those assessment subject by grade combinations that are included in the 2020/21 state assessment system. These patterns of reduced participation rates across all grades and the change in the state assessment system such that reading and math were not assessed at each grade level 3-8 have ramification for interpretation of results and the calculation of academic growth.

	State Assessment Participation Rates Change Over Time				
	Academic Year				
	2017/18	2018/19	2019/20	2020/21	Change Spring 2019 to Spring 2021
ELA 3rd Grade	98%	98%	NA	86%	-12%
Math 4th Grade	98%	98%	NA	85%	-13%
ELA 5th Grade	97%	98%	NA	86%	-12%
Math 6th Grade	94%	95%	NA	81%	-14%
ELA 7th Grade	90%	90%	NA	76%	-14%
Math 8th Grade	83%	84%	NA	69%	-15%
PSAT 9th Grade	88%	88%	NA	77%	-11%
PSAT 10th Grade	91%	87%	NA	80%	-7%
SAT 11th Grade	92%	92%	NA	84%	-8%
Average	92%	92%	NA	80%	-12%

Summary List of Targets and Alignment to BOE Priorities

1) Attendance (Λ): PSD students will have ≥ 95% attendance rate.

2) School Readiness (Λ): ≥ 85% of PSD preschool students demonstrate school readiness on four key early-language/reading-readiness items and three social-emotional development indicators available via the TS Gold assessment.

3) Early Literacy (Λ): ≥ 85% of PSD K-3 students will meet End-of-Year Acadience benchmarks.

4) Achievement (Λ): PSD effect size ≥ 0.25 for State assessment subject by grade combinations.

5) Academic Growth (Λ): PSD student growth will exceed that of academic-peers statewide.

6) Additional Support (Λ, Δ): Growth effect size ≥ 0.20 in additional support subject.

7) Credit Accumulation (Σ): ≥ 85% of 9^{th}-12^{th} grade students will be on track to graduate within 4 years of transition into 9th grade.

8) Completion/Graduation (Σ): 100% of PSD students will successfully complete their PreK-12 education. As a leading indicator toward this completion target, ≥ 85% of PSD students will graduate within 4 years of transition into 9th grade.

9) Dropout Rate (Σ): < 1% of PSD students will dropout each year.

10) College Readiness (δ): ≥ 85% of PSD students will meet or exceed SAT college readiness benchmarks in Evidence Based Reading and Writing and Mathematics.

11) Dual Enrollment PWR Experience (δ): ≥ 50% of PSD students graduate having taken a dual enrollment class. (PROPOSED CHANGE 2021/22 DE 1.0 Monitoring Report)

12) AP/IB Performance (δ): PSD performance significantly higher than national outcomes.

13) Postsecondary Outcomes (δ): All rates better than related rates for Colorado.

14) Health and Wellness (Δ): (a) Key Healthy Kids Colorado Survey items directly related to the school environment are more favorable than the state's respective percentages, (b) SEL composite score from the Student Connection Survey exceeds 75% and has increased from the prior year, and (c) ≥ 65% of tested students meet recommended ranges on biometric screenings.

15) Student Connections (Λ, Σ, Δ): Percent agreement ≥ 90% indicating strong connections to school adults, other students, and interests.

16) Discipline & Opportunity Parity (Δ): Risk ratios for 6 discipline & 12 opportunity indicators not significant. (PROPOSED 2021/22 DE 1.0 Monitoring Report)

**Board Priority Alignment:* Λ= *Achievement Gap*; Σ= *Graduation Rates;* Δ = *Social Emotional Learning;* δ = *Post-Secondary & Workforce Readiness*

2020/21 Target Attainment Summary Table

#	Indicator	Target	2020/21 Outcome	Met	Progress
1	Attendance	≥ 95% attendance rate	92.7% Attendance	No	↑
2	School Readiness	≥ 85% of PreK meets EOY benchmarks on 7 TS Gold items	1 of 7 items below	No	↑
3	Early Literacy	≥ 85% of K-3 meets EOY Acadience benchmarks	66.8% Met Target	No	?
4	Achievement	PSD effect size ≥ 0.25 State assessments subject X grade	3 of 12 below target	No	?
5	Growth	PSD student growth exceeds academic peers statewide	MAP growth not +	No	?
6	Additional Support	Z-gain ≥ 0.20 (1-Yr Catch-Up Reading = 0.66, Math = 0.50)	MAP growth not >0.2	No	?
7	Credit Accumulation	≥ 85% of 9th-12th grade on track to graduate w/i 4 Years	80.4% On-Track	No	↑
8	Completion/Graduation	≥ 85% of 12th grade graduated w/i 4 Years	82.60%	No	↓
9	Dropout	< 1% dropout each year	0.70%	Yes	↔
10	College Readiness	≥ 85% meet SAT CCR benchmarks EBRW & Math	No EOY Data	No	↓
11	**Dual Enrollment PWR Experience***	≥ 50% most recent class experienced Dual Enrollment	58.7%	Yes	↑
12	AP/IB Performance	Performance significantly higher than national outcomes	AP Yes 26/33, IB No 10/15 Higher	No	↓
13	Postsecondary Outcomes	All rates better than related rates for Colorado	All 6 Indicators	Yes	↔
14	Health & Wellness	SEL composite score > 75% & ↑; 7 HKCS items > State	81.3% SEL, No HKCS, 64% Biometrics	No	↓
15	Student Connections	% agreement ≥ 90% adults, peers, & interests subscales	93%, 87%, 73%	No	↔
16	**Discipline & Opportunity Parity***	6 discipline & 12 opportunity risk ratios not significant.	Most are significant by ethnicity.	No	↔

An asterisk (*) indicates a proposed or modified target.

Highlighted Outcomes for 2020/21

Foundations for Success

PSD students attain milestones to ensure long term academic success. PSD measures and monitors individual student progress against these milestones.

Foundations for success contains many of the specific measurable outcomes that both educators and the public we serve have traditionally associated with the academic aspect of the school experience. We have much to be proud of regarding the work of our students, the PSD staff, and our many community partners. Please note the available hyperlinks to the PSD Analytics Platform throughout this report that can be used to explore student outcomes related to school-readiness, attendance, early literacy, achievement, academic growth, credit accumulation, advanced studies, graduation rates, postsecondary outcomes, and health/wellness.

The careful reader of this report will notice the many occurrences of targets greater than or equal to (≥) 85%. A quick discussion of why this specific target has been selected may be helpful in motivating a deeper appreciation of the intended purpose of this Monitoring Report. The 85% target is derived from a careful consideration of a graduation rate that we can then backward map to appropriate measures along the student journey in PSD. In this way we can better align our expectations and student supports to promote progress toward the successful completion of the PreK-12 experience.

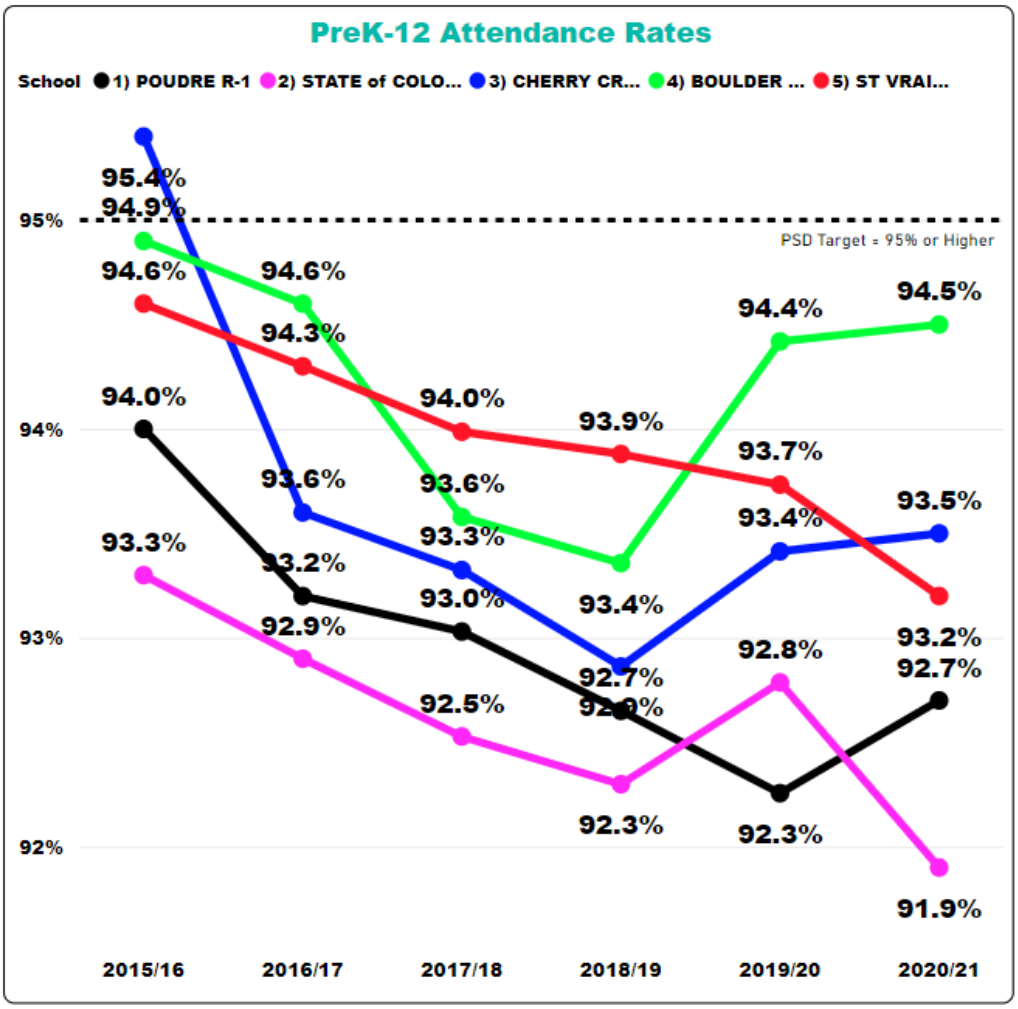
PSD works toward 100% of our students successfully completing their PreK-12 experience. While there is great inherent appeal in this aspirational target, the nature of a Monitoring Report is that key performance indicators are measurable, timely, and able to inform our understanding of the district's relative performance. We don't have access to the percentage of students statewide that successfully complete their PreK-12 experience, unbounded by time. The best proxy that we have access to statewide is the 7-year completion rate. Completion rates include students who attain a GED or non-diploma certificate. The most recent 7-year completion rate lacks the timeliness (reported by the CDE three academic years after the graduation date) that a more ideal Monitoring Report measure would have. One solution to the timeliness issue regarding what we want to measure, successful completion of the PreK-12 experience, is to pick an indicator that is related to a true completion rate. The 4-year (or on-time) graduation rate can be used for this purpose. It has the benefit of being the timeliest of the possible graduation rates and rises and falls with the extended rates (5-year, 6-year, and 7-year).

Why an 85% on time graduation rate? PSD has attained that level of outcome in our recent past (Class of 2012 at 86%) and there are multiple other large districts (Saint Vrain, Academy 20, and Douglass County) that have a graduation requirement of 240 credits or more and that have exceeded an 85% graduation rate twice or more in the past several years. It is attainable. For PSD to sustainably meet or exceed 85% on the 4-year graduation rate, it is likely that we will need to increase the graduation rates of one or more subgroups that have historically had lower graduation rates. In this sense, by setting our 4-year graduation rate target at ≥ 85%, PSD is promoting the aspirational goal of closing historic outcome gaps and improving outcomes for all students. When it comes to monitoring the improvement of a key outcome like completion/graduation rates, the timeliness of the 4-year rate is attractive. We will also monitor the extended completion and graduation outcomes to honor our overall goal of 100% of students successfully completing their PreK-12 experience.

1) Attendance Target: PSD students will have ≥ 95% attendance rate.

Met Target in 2020/21? No, in 2020/21 PSD had an attendance rate of 92.7% based on CDE attendance reporting rules. 2020/21 PSD attendance rates by level are 94.0% for elementary, 93.2% for middle school, and 90.8% for high school.

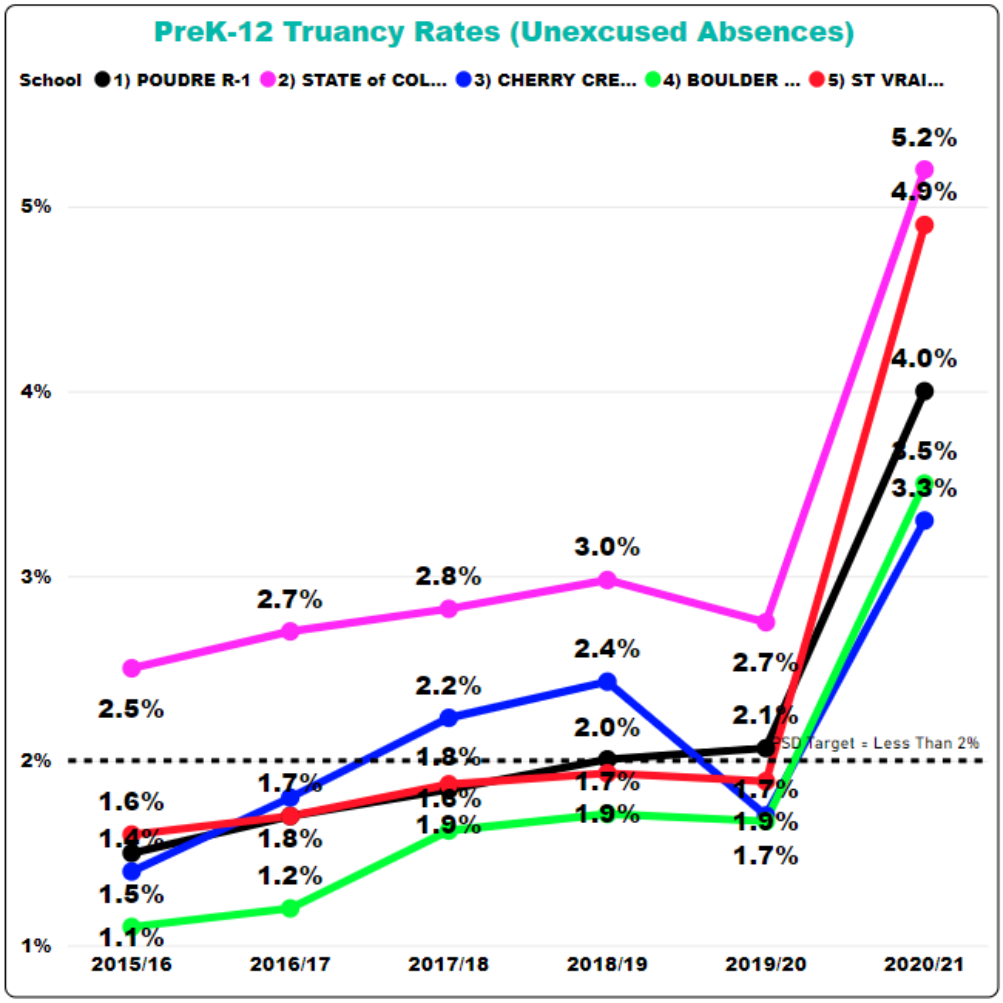
A few highlights are provided below, to interact with a data visualization tool that displays PSD attendance rates please click ATTENDANCE RATES.



Note: The 2019/20 attendance data reported to CDE represents attendance from the start of school to the start of remote-learning for districts due to COVID-19.

Attendance rates have steadily declined in PSD over the past several years. If you consider that 2019/20 attendance rates are qualitatively different than rates for all other years, you may recognize that there was no change in attendance rates from 2018/19 to 2020/21, both were 92.7%.PSD does appear to have lower attendance rates than our comparison districts. Elementary students (level with the highest attendance rates) did not hit the PSD attendance target in 2020/21 for a fourth year in a row. The average 2020/21 PSD non-charter elementary attendance rate was 93.7%, 91.9% for middle schools, and 89.1 for high schools. The 2020/21 elementary school attendance range is 87.1% to 96.8%.

Unexcused absence rates (truancy) have been increasing in PSD since 2015/16 and jumped from 2.1% in 2019/20 to 4.0% in 2020/21. The state's truancy rate also jumped from 2.7% to 5.2% in 2020/21.



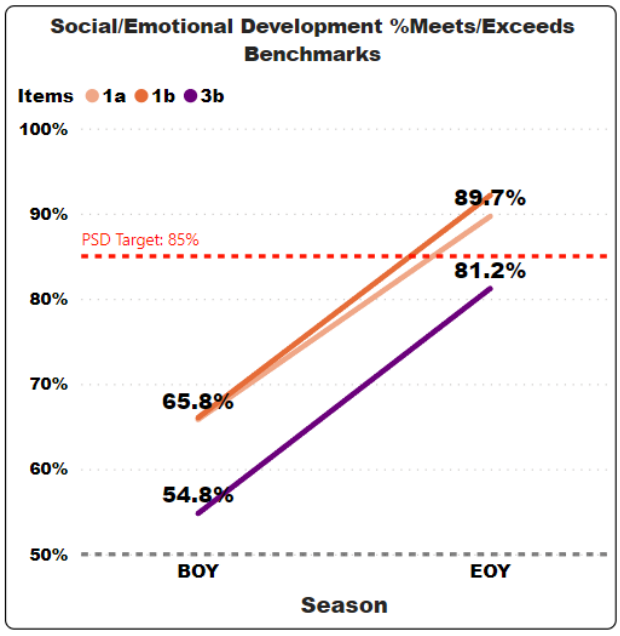
Lower attendance rates are especially prevalent among student groups associated with lower academic performance, lower academic growth, and lower graduation rates. There are persistent associations between attendance rates and ethnicity.

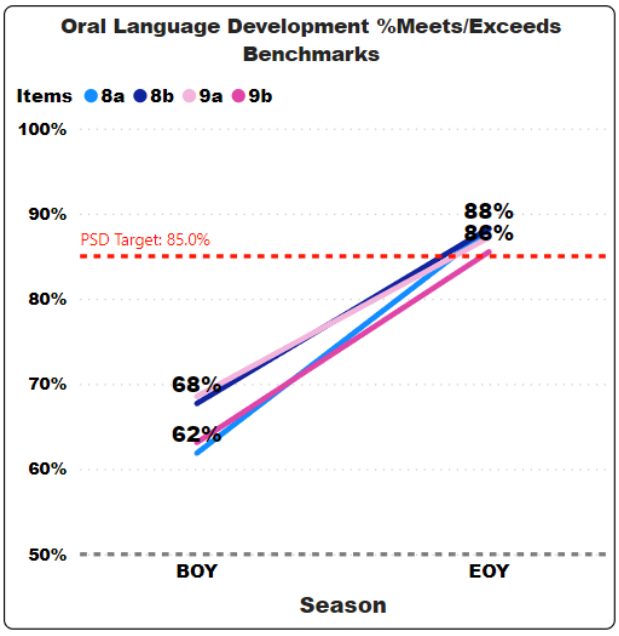
Ethnicity	Attended%	Attended% Status	Excused%	Unexcused%
Asian	96.7%		2.1%	1.2%
Black	90.1%		4.4%	5.4%
Hawaiian / Pacific	88.4%		3.6%	8.0%
Hispanic	87.9%		4.9%	7.2%
Indian / Alaskan	84.1%		5.3%	10.7%
Multi Race	92.9%		3.4%	3.7%
White	94.0%		3.4%	2.6%

2) <u>School Readiness Target</u>: ≥ 85% of PSD preschool students demonstrate school readiness on four key early-language/reading-readiness items and three social-emotional development indicators available via the TS Gold assessment.

<u>Met Target in 2020/21</u>? No, not in the spring of 2020/21 due to one of the seven items falling below 85%. This 2020/21 outcome is an improvement over 2019/20 when 3 of 7 items were below our target outcome in the spring.

A few highlights are provided below, to interact with a data visualization tool that displays PSD school readiness data please click EARLY CHILDHOOD LEARNING – TS GOLD.





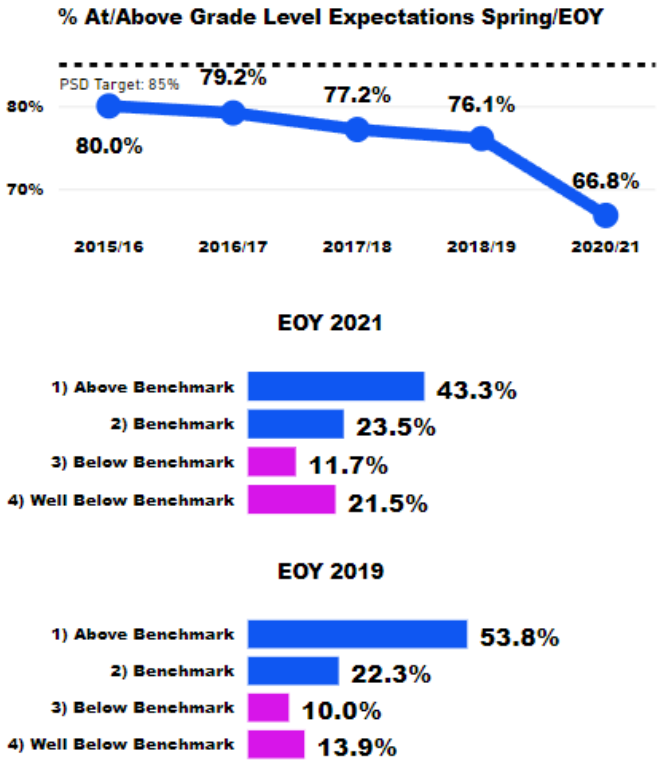
Season	1a	1b	3b	Total Student Count
BOY	65.8%	66.0%	54.8%	480
EOY	89.7%	92.1%	81.2%	649

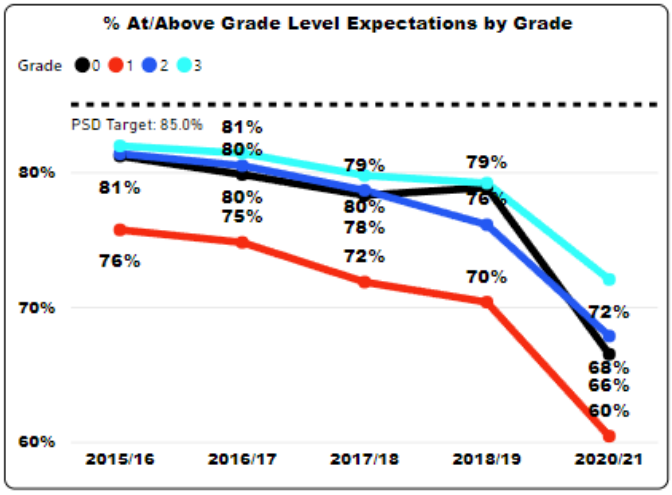
Season	8a	8b	9a	9b	Total Student Count
BOY	61.9%	67.7%	68.5%	63.1%	480
EOY	88.1%	88.3%	87.2%	85.5%	649

3) Early Literacy Target: ≥ 85% of PSD K-3 students will meet End-of-Year Acadience benchmarks.

Met Target in 2020/21? No – 66.8% (4,821 of 7,218) K-3 students met or exceeded benchmarks.

A few highlights are provided below, to interact with a data visualization tool that displays PSD early literacy achievement and growth data please click ACHIEVEMENT and GROWTH.

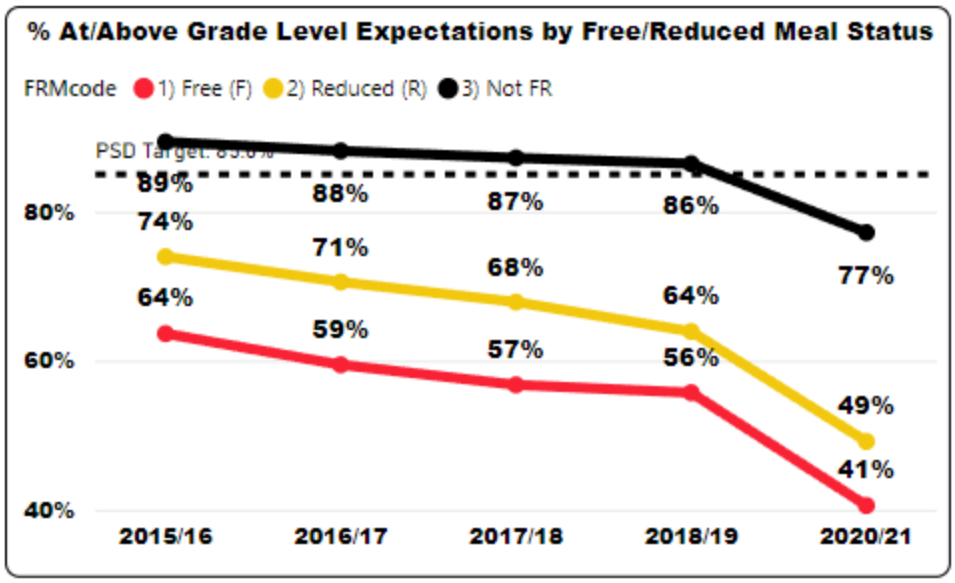


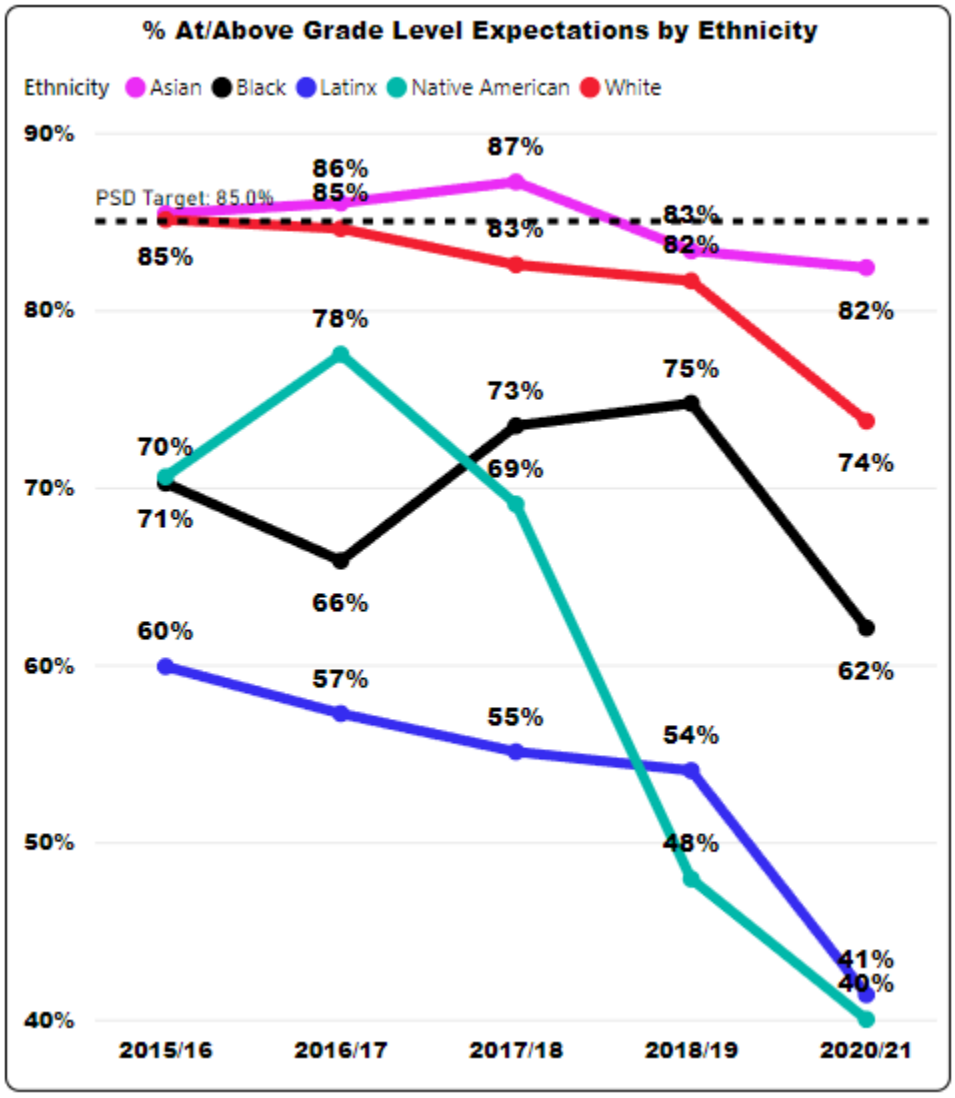


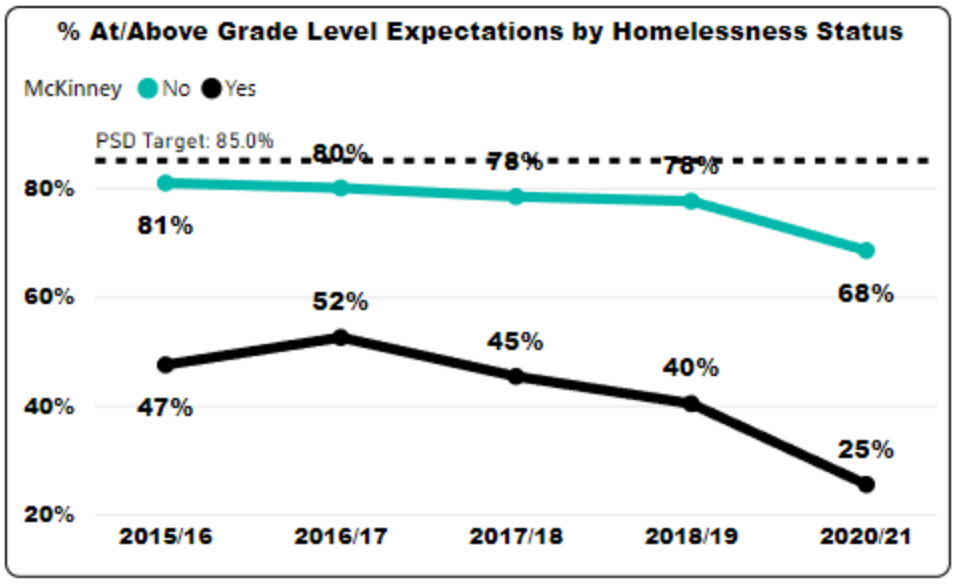
Grade	% At/Above 2017/18	Data Points 2017/18	% At/Above 2018/19	Data Points 2018/19	% At/Above 2020/21	Data Points 2020/21
0	78.3%	1988	78.8%	1971	66.5%	1701
1	71.8%	1953	70.3%	2037	60.4%	1786
2	78.6%	1943	76.1%	1999	67.8%	1825
3	79.7%	2103	79.2%	2007	72.0%	1906
Total	77.2%	7987	76.1%	8014	66.8%	7218

It is clear from the graph above that PSD early literacy, as measured by Acadience in grades K-3, has been consistently declining over the past several years. The graphs indicate that all four grade levels are contributing to the declines. EOY stands for "End of Year" which roughly aligns with the State CMAS and NWEA MAP spring assessment timeframe. PSD utilizes MAP for 2nd grade and above, while the CMAS is provided in 3rd grade and above, so we will see some corroborating evidence regarding reading achievement declines over the past several years for grade 3 and these declines are not limited to the years impacted by COVID. PSD did not utilize the MAP reading assessment with second grade students in the spring of 2021 to preserve student-teacher contact time in service of learning and mitigating COVID-19 disruptions.

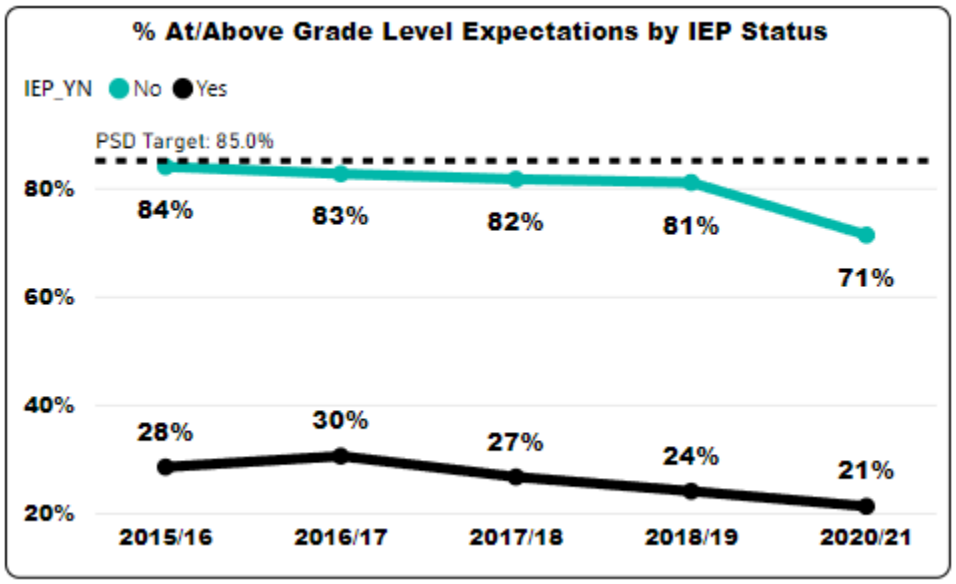
Based on the graphs below, which display Acadience grades K-3 spring achievement, it is evident that there are persistent associations between free/reduced meal eligibility and Acadience reading achievement measures. Note that all levels of free/reduced meal eligibility status show steady declines over the past five years, and the dramatic additional declines in the spring of 2020/21 were greatest for the groups of students eligible for free or reduced-price meals (each had a 15-unit drop) compared to a non-eligible students (a 9-unit drop). There are also clear patterns that indicate different ethnicity groups had differential levels of COVID-19 impact on early literacy achievement measures.


% At/Above Grade Level Expectations by Free/Reduced Meal Status
FRMcode 1) Free (F) 2) Reduced (R) 3) Not FR
PSD Target: 85.0%
89%
88%
87%
86%
77%
74%
71%
68%
64%
64%
59%
57%
56%
49%
41%
80%
60%
40%
2015/16
2016/17
2017/18
2018/19
2020/21


% At/Above Grade Level Expectations by Ethnicity
Ethnicity Asian Black Latinx Native American White
PSD Target: 85.0%
90%
87%
86%
85%
83%
85%
83%
82%
82%
80%
78%
75%
73%
70%
69%
74%
71%
66%
60%
62%
60%
57%
55%
54%
48%
41%
40%
50%
40%
2015/16
2016/17
2017/18
2018/19
2020/21



The multiple-year drop in Acadience achievement for homeless students followed by a 15-unit drop in 2020/21 compared to the 10-unit drop for all other students, indicates homeless students were more impacted by disruptions to in-person education and challenges imposed by COVID-19.



It is noteworthy that while we see the same multi-year decline in early literacy measures for students supported with an IEP, we do not see an unusual additional drop in 2020/21 that is evident for many other subgroups of students. Also worthy of mention is that referring to and displaying the percent of students that meet/exceed grade-level expectations is a criterion-referenced view of assessment outcomes. This means we are seeing 2020/21 outcomes in terms of past/consistent expectations as opposed to how other students that also experienced a COVID-19 instructional environments performed. The achievement effect size analysis we will utilize in the next section of this report will allow us to understand and explore how PSD students did compared to same-year peers statewide that also experienced COVID disruptions.

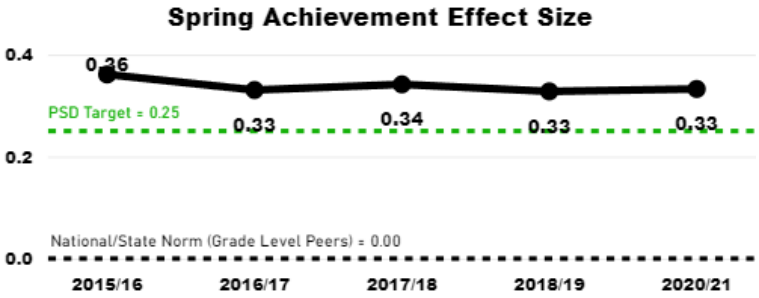
4) Achievement Target: PSD effect size ≥ 0.25 for State assessment subject by grade combinations.

Met Target in 2020/21? No, not in the spring of 2020/21 due to three of twelve combinations falling below 0.25. 7th grade reading at 0.24, 10th and 11th grade math at 0.23 and 0.15 respectively. Note that academic performance is high overall in both subjects and across all years (outcomes are shifted approximately 1/3 of a standard deviation above state peers).

A few highlights are provided below, to interact with a data visualization tool that displays PSD achievement data please click ACHIEVEMENT and GROWTH.

The "**achievement effect size**" utilized throughout this Monitoring Report is the difference between the mean grade-level outcome, national or state depending on the assessment, and the PSD mean outcome. The difference is provided in "standard deviation units". The PSD target on this metric is 0.25 or greater (a small to medium positive effect size); above 0 shaded green in displays. Medium to large positive effects (0.5 and above) are shaded blue. Negative effects are shaded yellow unless at or below -0.25 which are shaded red. Under a normal curve assumption regarding the shape of large-scale assessment distributions, a very reasonable assumption in the current context, achievement effect sizes of -0.25, 0, 0.25, and 0.50 are approximately equivalent to the 40th, 50th, 60th, and 70th percentiles respectively. A "unit" of achievement in this effect size metric is 1/100 of a standard deviation in the underlying assessment distribution. Effect size comparisons across different assessment programs are valid, and this is a key attribute and reason PSD utilizes this metric to interrogate our outcomes when seeking valid and reliable insights. All cells shaded green exceed comparable state/national outcomes.

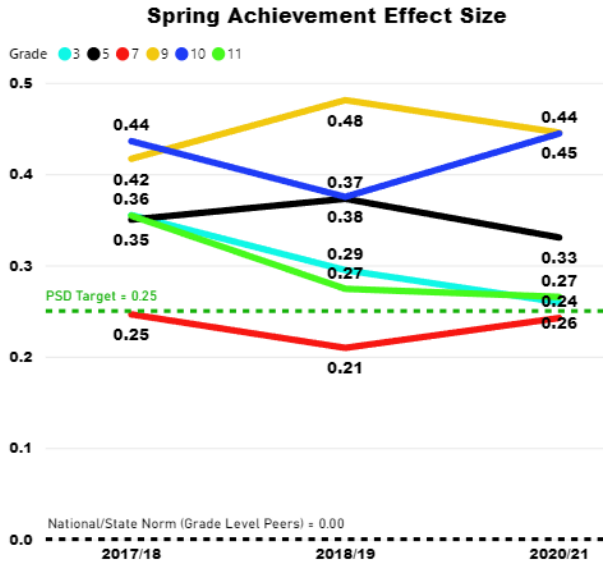
CMAS/PSAT/SAT Reading/Evidence Based Reading and Writing: (Same-Year Norms)



Spring Achievement Effect Size

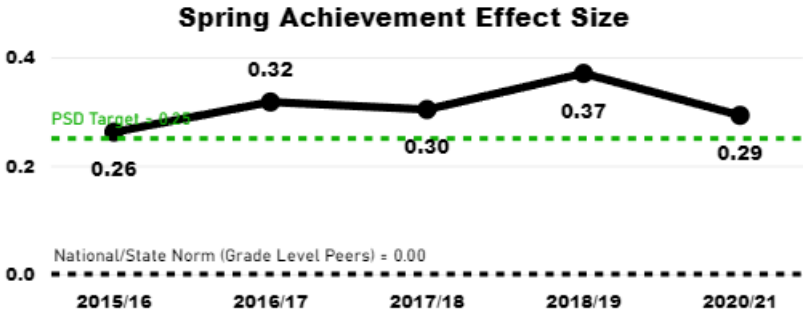
Year by Level	2017/18 Effect Size	2017/18 Data Points	2018/19 Effect Size	2018/19 Data Points	2020/21 Effect Size	2020/21 Data Points
1) ES	0.36	6033	0.36	6125	0.30	3263
2) MS	0.26	5460	0.25	5685	0.24	1538
3) HS	0.40	5218	0.38	5306	0.38	5057
Total	0.34	16711	0.33	17116	0.33	9858

Year by Grade	2017/18 Effect Size	2017/18 Data Points	2018/19 Effect Size	2018/19 Data Points	2020/21 Effect Size	2020/21 Data Points
3	0.36	2032	0.29	1949	0.26	1622
4	0.38	1977	0.41	2093		
5	0.35	2024	0.37	2083	0.33	1641
6	0.29	1951	0.29	2037		
7	0.25	1800	0.21	1957	0.24	1538
8	0.25	1709	0.24	1691		
9	0.42	1778	0.48	1831	0.45	1668
10	0.44	1702	0.38	1752	0.44	1661
11	0.35	1735	0.27	1723	0.27	1727



Note in the graph above that while across all grade levels considered collectively PSD outcomes are consistently 1/3 of a standard deviation above state peers, 3rd grade reading outcomes on CMAS have consistently declined relative to state peers over the past three years (0.36, 0.29, 0.26) and that this finding aligns with the pattern seen in early literacy Acadience data displayed earlier in this report. Also note that the state assessment system was on pause due to the impact of COVID-19 and distance learning protocols being utilized statewide in the spring of 2020 so there are no CMAS/PSAT/SAT scores to report for 2019/20.

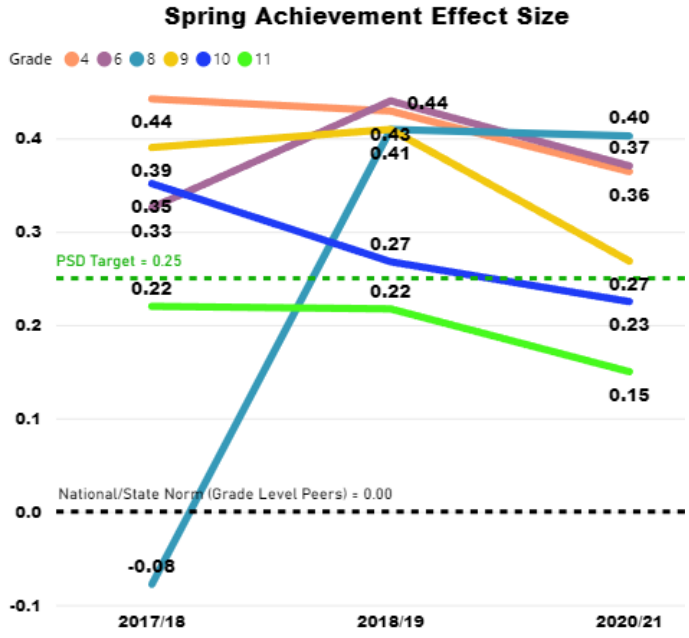
CMAS/PSAT/SAT Mathematics: (Same-Year Norms)



Spring Achievement Effect Size

Year by Level	2017/18 Effect Size	2017/18 Data Points	2018/19 Effect Size	2018/19 Data Points	2020/21 Effect Size	2020/21 Data Points
1) ES	0.42	6074	0.40	6161	0.36	1616
2) MS	0.16	5508	0.41	5701	0.39	3066
3) HS	0.32	5218	0.30	5306	0.21	5057
Total	0.30	16800	0.37	17168	0.29	9739

Year by Grade	2017/18 Effect Size	2017/18 Data Points	2018/19 Effect Size	2018/19 Data Points	2020/21 Effect Size	2020/21 Data Points
3	0.36	2066	0.32	1976		
4	0.44	1979	0.43	2099	0.36	1616
5	0.45	2029	0.43	2086		
6	0.33	1967	0.44	2042	0.37	1651
7	0.22	1818	0.37	1958		
8	-0.08	1723	0.41	1701	0.40	1415
9	0.39	1776	0.41	1831	0.27	1668
10	0.35	1704	0.27	1752	0.23	1661
11	0.22	1735	0.22	1723	0.15	1727

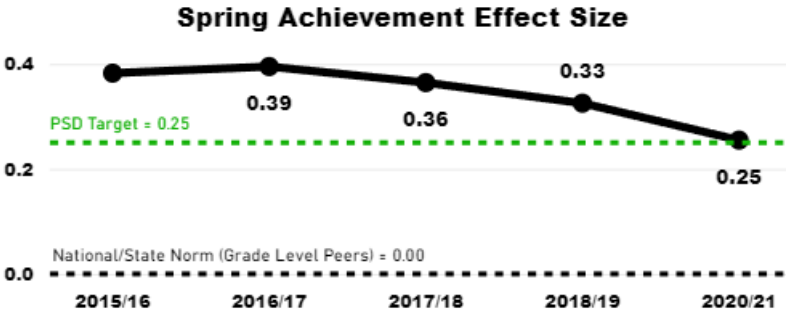


8th grade math in 2017/18 was the last year the CDE provided class-specific as opposed to grade-level-specific math assessments.

Note that CMAS, PSAT, and SAT norms are based on same-year test takers in the state of Colorado, meaning we can see how PSD did compared to statewide results under similar learning disruptions due to COVID-19. Acadience and MAP assessments provide norms that are derived from a baseline year that preceded COVID-19 disruptions, meaning we can see how PSD did compared to prior cohorts of learners who did not experience COVID-19 disruptions. Both types of norms provide insights our community needs to evaluate. Note that CMAS, PSAT,SAT,MAP, and Acadience spring assessments did not occur in 2019/20 due to the impact of COVID-19 and distanced learning protocols being utilized in PSD so there are no scores to report for spring 2020.

Recognizing that CMAS/PSAT/SAT assessment programs provide normative understandings of PSD student achievement relative to students who also were experiencing the impact of the COVID-19 pandemic, including distance learning adjustments to instruction delivery, we will look at MAP achievement data to better understand how learning was impacted relative to past grade-level cohorts that did not experience COVID disruptions. These views provide estimates of COVID-19 learning impacts in addition to inherent patterns of achievement change over time PSD is experiencing.

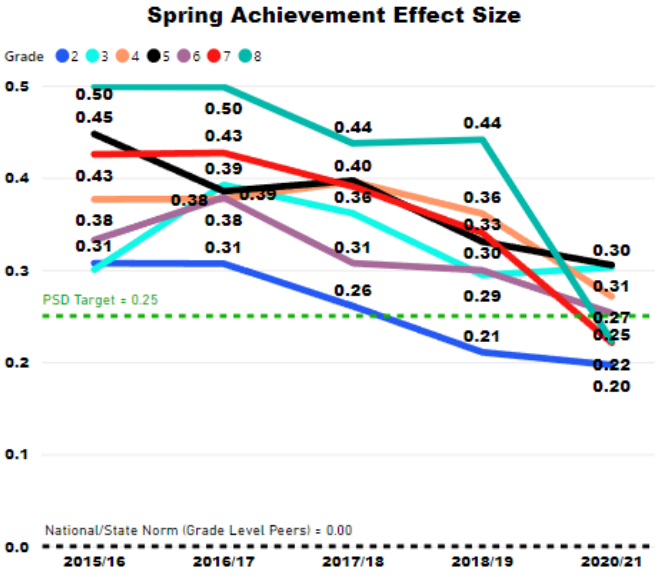
MAP Spring Reading Achievement (Historical Baseline Norms):



Spring Achievement Effect Size

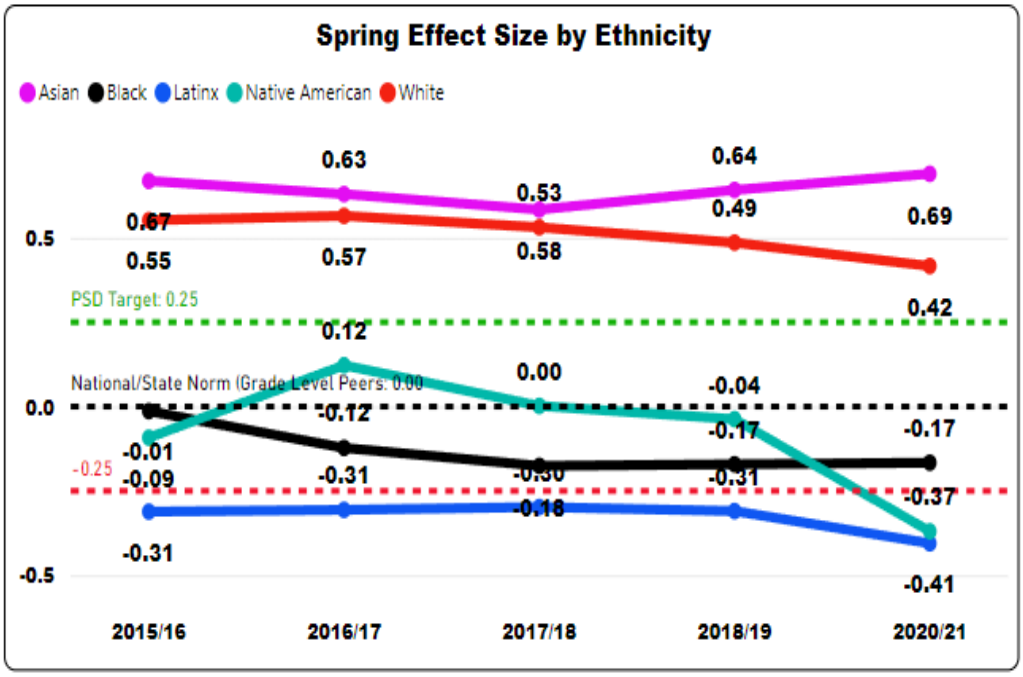
Year by Level	2017/18 Effect Size	2017/18 Data Points	2018/19 Effect Size	2018/19 Data Points	2020/21 Effect Size	2020/21 Data Points
1) ES	0.36	8189	0.30	8182	0.27	7101
2) MS	0.38	6117	0.36	6077	0.23	5567
Total	0.36	14306	0.33	14259	0.25	12668

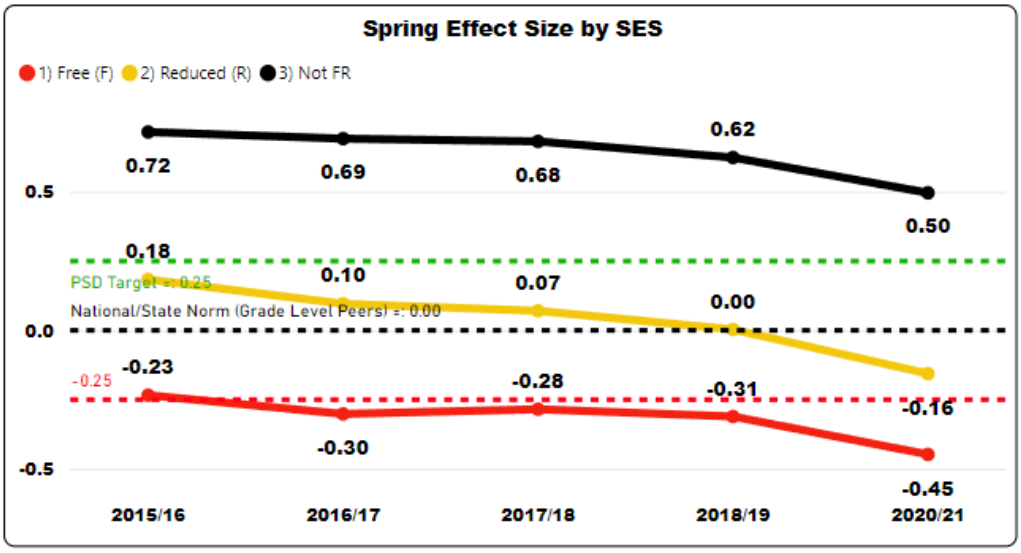
Year by Grade	2017/18 Effect Size	2017/18 Data Points	2018/19 Effect Size	2018/19 Data Points	2020/21 Effect Size	2020/21 Data Points
2	0.26	1937	0.21	1981	0.20	1540
3	0.36	2086	0.29	1997	0.30	1858
4	0.40	2079	0.36	2112	0.27	1855
5	0.40	2087	0.33	2092	0.31	1848
6	0.31	2144	0.30	2079	0.25	1943
7	0.39	1986	0.34	2083	0.22	1849
8	0.44	1987	0.44	1915	0.22	1775



Note in the graph above that 3rd grade reading outcomes on MAP, bright blue line, have followed a downward trend since 2016/17. This finding aligns with the pattern seen in early literacy Acadience data and 3rd grade CMAS data displayed earlier in this report. Across the grade levels, there appears to be evidence of declining achievement in reading that began prior to COVID-19 (as of 2017/18) and continues into 2020/21. Also note that all reading achievement scores are well above the national mean scores by grade levels and years. In other words, PSD students are still displaying high levels of reading compared to their national peers as measured by MAP, but at the same time PSD reading outcomes are steadily declining. These statements are true for every grade level and the patterns of high achievement, but declining scores, pre-dates COVID-19. In conjunction with the Acadience data reviewed earlier in this report, this declining pattern of MAP achievement scores clearly indicates PSD has work to do regarding reading achievement grades K-8. These data-informed insights are further reinforced when looking at reading achievement longitudinal trends by socio-economic status and ethnic backgrounds.

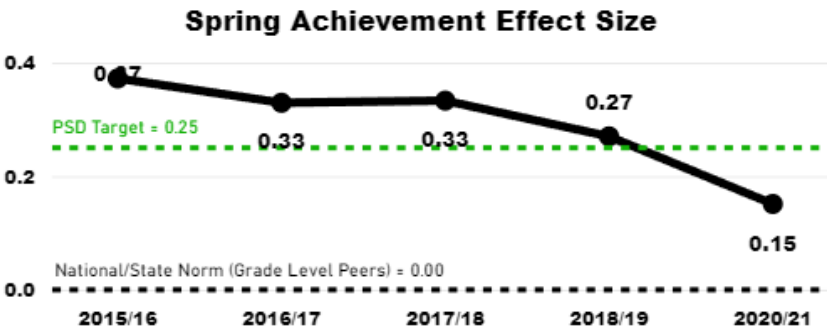
MAP Spring Reading Achievement (Historical Baseline Norms): By Ethnicity and Free/Reduced Meals





There are clear and persistent achievement patterns that can be seen by ethnicity, socio-economic status, and other student characteristics such as being an English language learner. Note that all three socio-economic categories (free, reduced, neither) display steady declines over the past five years in their MAP reading achievement scores. The dramatic additional declines in the spring of 2020/21 were greatest for the group of students eligible for free or reduced-price meals (a 15-unit and 16-unit drop respectively) compared to a 12-unit drop for non-eligible students. There are also clear patterns that indicate different ethnicity groups had differential levels of COVID-19 impact on MAP reading achievement measures. Native American students (37-unit drop) and Latinx students (10-unit drop) had the largest declines. Recall that MAP effect size graphs provide a view of student learning relative to national pre-COVID peers, our best estimate of the real COVID learning impacts.

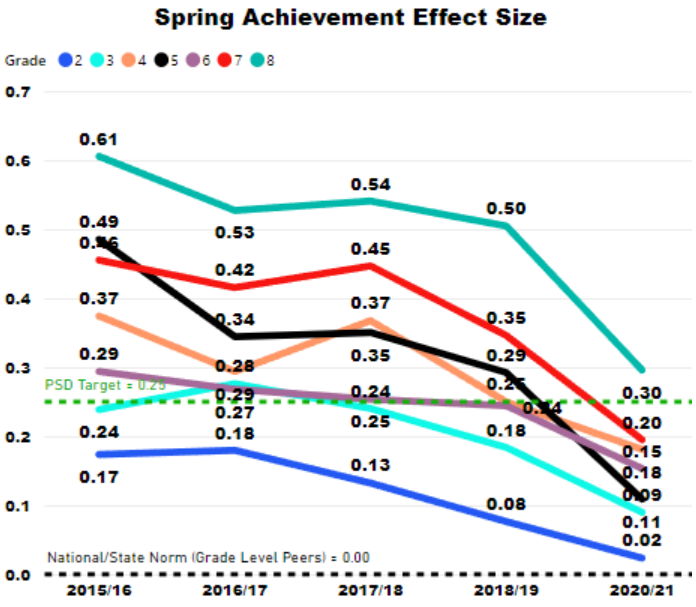
MAP Spring Math Achievement (Historical Baseline Norms):



Spring Achievement Effect Size

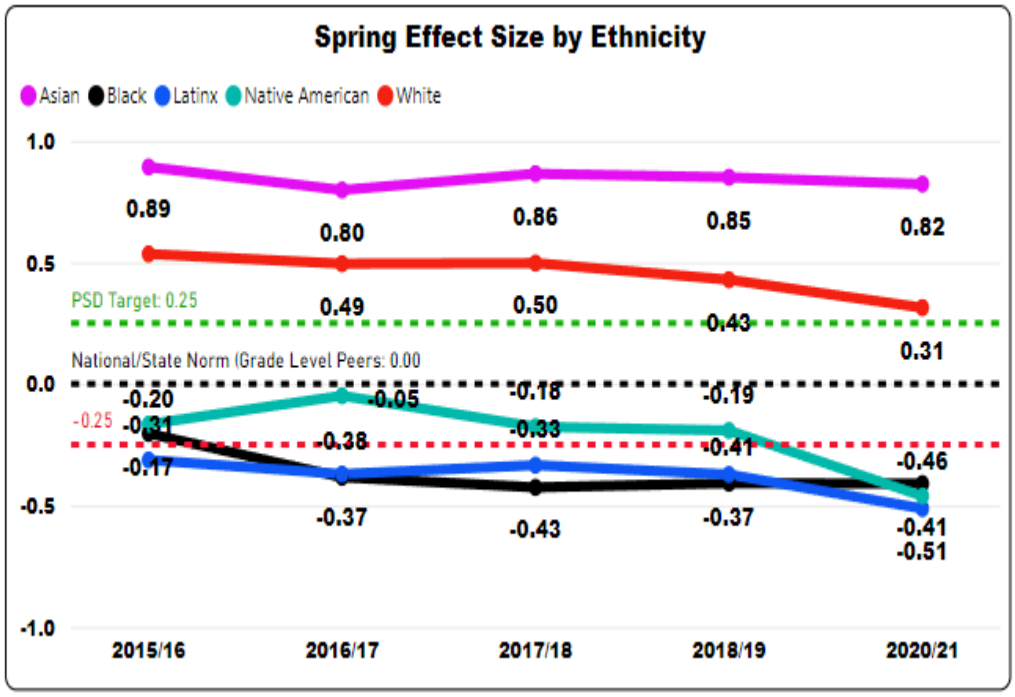
Year by Level	2017/18 Effect Size	2017/18 Data Points	2018/19 Effect Size	2018/19 Data Points	2020/21 Effect Size	2020/21 Data Points
1) ES	0.28	8203	0.20	8216	0.10	7358
2) MS	0.41	6114	0.36	6107	0.21	5746
Total	0.33	14317	0.27	14323	0.15	13104

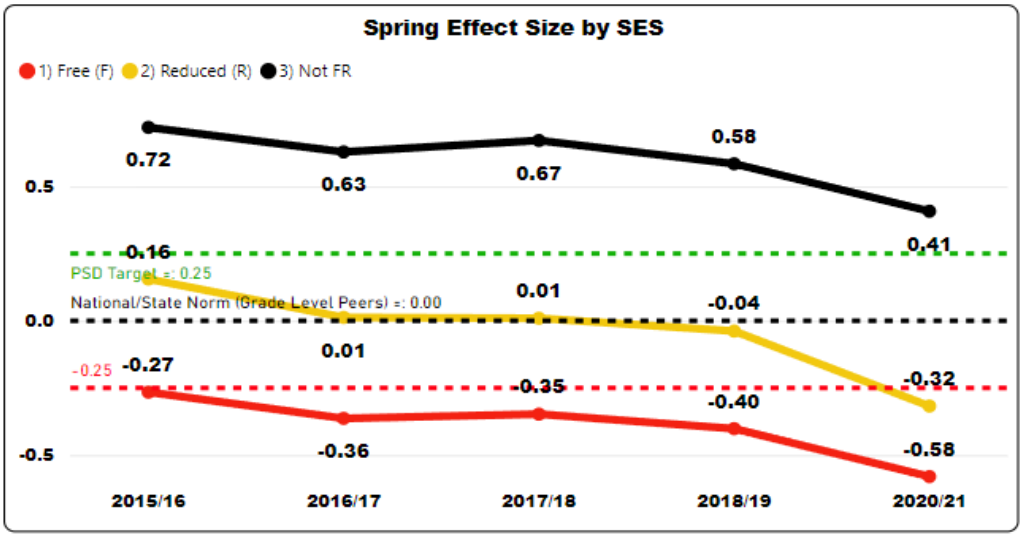
Year by Grade	2017/18 Effect Size	2017/18 Data Points	2018/19 Effect Size	2018/19 Data Points	2020/21 Effect Size	2020/21 Data Points
2	0.13	1935	0.08	1990	0.02	1773
3	0.24	2092	0.18	2004	0.09	1865
4	0.37	2079	0.25	2122	0.18	1864
5	0.35	2097	0.29	2100	0.11	1856
6	0.25	2116	0.24	2093	0.15	1948
7	0.45	1996	0.35	2102	0.20	1905
8	0.54	2002	0.50	1912	0.30	1893



Math achievement drops are larger than the associated drops in reading over the past three years (2018/19-2020/21) as measured by MAP data grades 2-8. Also, math achievement as measured by MAP grades 2-8 has not been as high as reading achievement relative to national means. These statements are true for every grade level and the pattern of high achievement, but declining scores pre-date COVID-19 by one year (2018/19). An important difference to note between declines in math and declines in reading over the past several years is that reading appears to begin it's decline in 2017/18, whereas math begins it's decline in 2018/19. Reading has declined by 14-units since 2016/17 (the second of two stable years in a row), while math has declined by 18-units since 2017/18 (the second of two stable years in a row). Reading has had a slower, but more consistent decline than math indicating possible underlying structural issues in PSD that pre-date COVID. Meanwhile math declines have been more recent and more dramatic, possibly indicating they are more related to COVID-19 disruptions as opposed to underlying structural issues.

MAP Spring Math Achievement (Historical Baseline Norms): By Ethnicity and Free/Reduced Meals





There are clear and persistent achievement patterns that can be seen by ethnicity, socio-economic status, and other student characteristics such as being an English language learner. Note that the display of steady declines seen in reading over the past three years in MAP reading achievement scores is not as evident a pattern in the math scores displayed above. There are dramatic declines in the spring of 2020/21, but prior to that COVID-19 related drop, the trajectories are somewhat flat with a slight decline in 2018/19 one-year pre-COVID. Drops in the spring of 2021 were greatest for the group of students eligible for reduced-price meals (a 28-unit decline). There are also clear patterns that indicate different ethnicity groups had differential levels of COVID-19 impact on MAP math achievement measures. As in reading, Native American students (27-unit drop) and Latinx students (14-unit drop) had the largest declines.

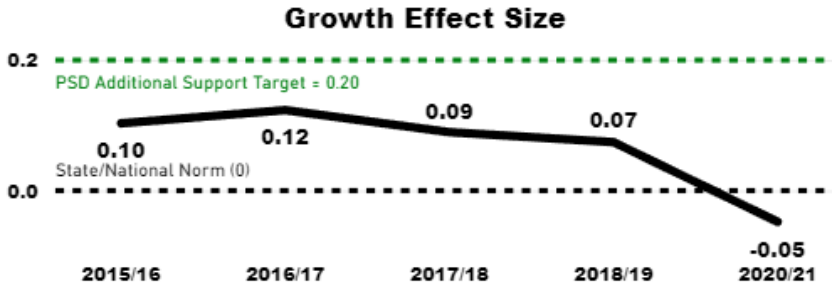
5) Academic Growth Target: PSD student growth will exceed that of academic-peers statewide (students in the same grade level and who have similar prior year achievement scores).

Met Target in 2020/21? No, based on MAP data, PSD did not meet the academic growth target in 2020/21 relative to historic national peers. State assessment growth data is not available due to COVID-19 and no spring 2020 testing. The "skip-year" methodology generated by the CDE is not appropriate for isolating school-year growth estimates and will not be utilized in this report since we have robust and consistent fall-to-spring growth measures available in MAP.

A few highlights are provided below, to interact with a data visualization tool that displays PSD academic growth data please click ACHIEVEMENT and GROWTH.

The "**growth effect size**" being utilized throughout this Monitoring Report (also referred to as a "Z gain") is the difference between beginning-of-year and end-of-year achievement effect sizes. In tables below, Z gains of 0.20 and above shaded BLUE; 0 and above shaded GREEN; negatives shaded YELLOW; at or below -0.20 shaded RED. Positive growth-effect-sizes reflect gaining ground on "academic-peers" (same grade level and initial achievement level) nationwide/statewide, a Z gain of zero indicates holding your achievement position relative to academic-peers.

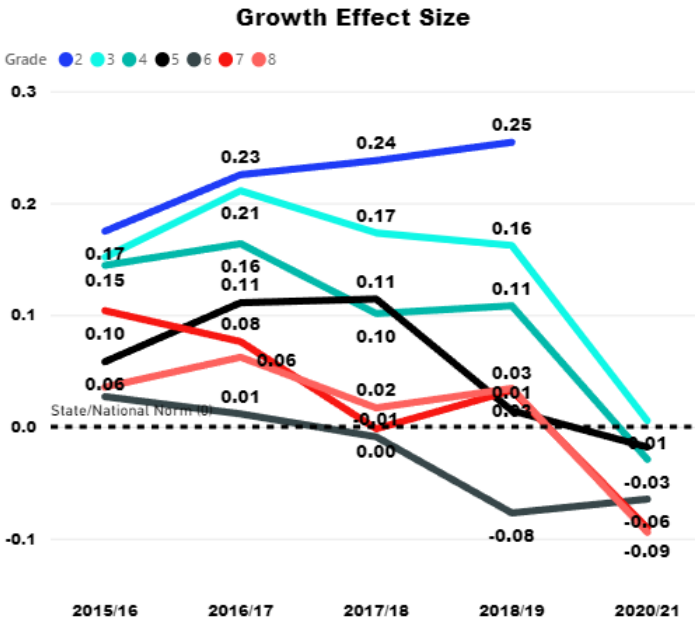
MAP Fall-to-Spring Reading Growth (Historical Baseline Norms):



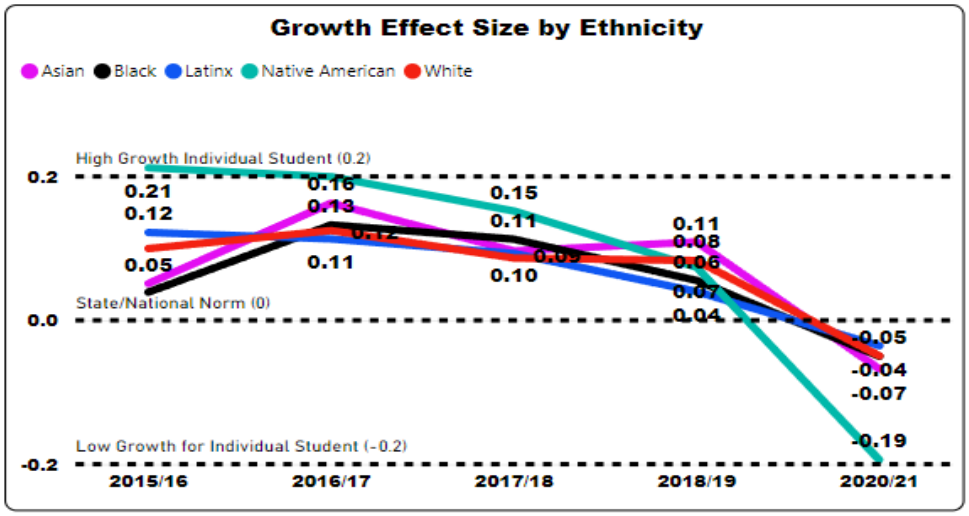
Growth Effect Size

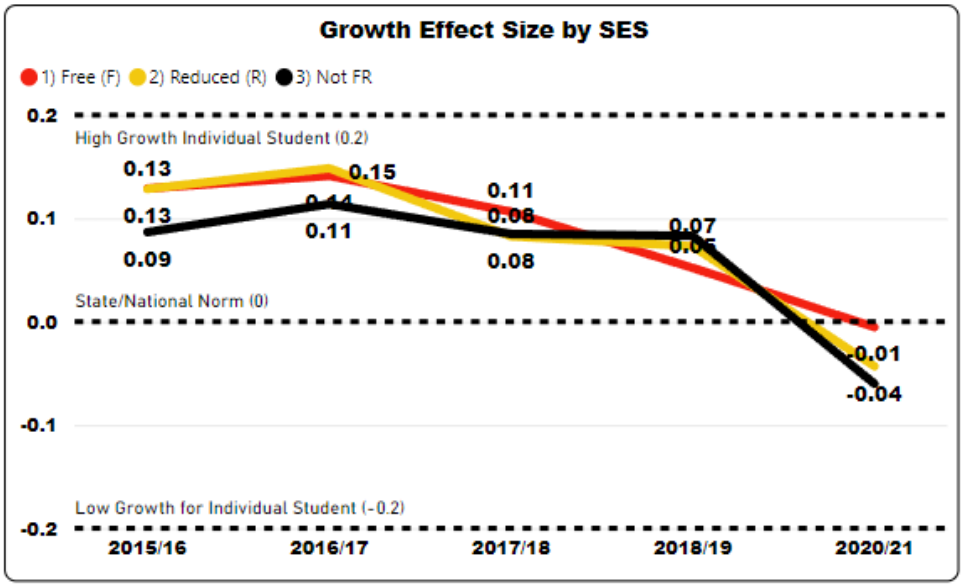
Year by Level	2017/18 Zgain	2017/18 Data Points	2018/19 Zgain	2018/19 Data Points	2020/21 Zgain	2020/21 Data Points
1) ES	0.16	7841	0.13	7808	-0.01	5213
2) MS	0.00	5869	0.00	5739	-0.08	5096
Total	0.09	13710	0.07	13547	-0.05	10309

Year by Grade	2017/18 Zgain	2017/18 Data Points	2018/19 Zgain	2018/19 Data Points	2020/21 Zgain	2020/21 Data Points
2	0.24	1859	0.25	1885		
3	0.17	1997	0.16	1887	0.01	1750
4	0.10	1971	0.11	2028	-0.03	1734
5	0.11	2014	0.01	2008	-0.02	1729
6	-0.01	2070	-0.08	1975	-0.06	1809
7	0.00	1890	0.03	1972	-0.09	1716
8	0.02	1909	0.03	1792	-0.09	1571



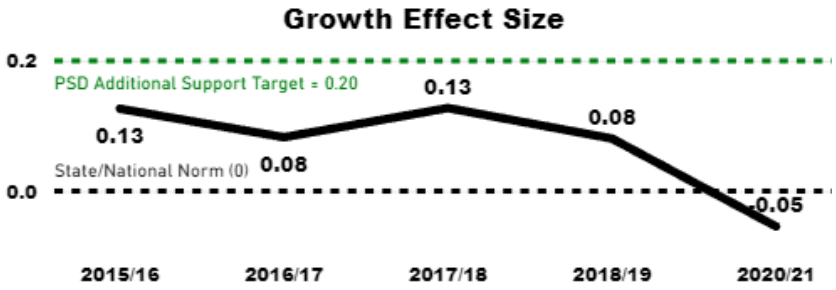
MAP Fall-to-Spring Reading Growth (Historical Baseline Norms): By Ethnicity and Free/Reduced Meals





We can see in the graphs above that reading growth grades 3-8, as measured by fall-to-spring MAP achievement changes, has been declining for several years, and these declines pre-date COVID-19. Grade-2 stands out as having displayed increasing growth over the same period. The general pattern of declining growth is evident for all ethnicity groups and socio-economic groups. Declines were accentuated in the 2020/21 school year due to COVID-19. Recall that comparisons using MAP data imply we are comparing gains to those attained by pre-COVID national peers. This means that these graphs of the 2020/21 drop give us a clear picture of the academic ground we lost due to the impacts of the international pandemic. Similar losses in learning are evident nationwide as evidenced in the research literature regarding COVID-19 academic impacts. Also note group differences by socio-economic status do not display the same level of separation as is evident in the similar graph provided earlier for MAP reading achievement. This is because in the calculation of a growth effect size, we are in fact "controlling" for prior achievement levels and these prior achievement levels are strongly associated with socio-economic levels and all other demographic factors that influence achievement scores. This phenomenon helps explain why the line graphs of growth across student characteristics tend to cluster more tightly.

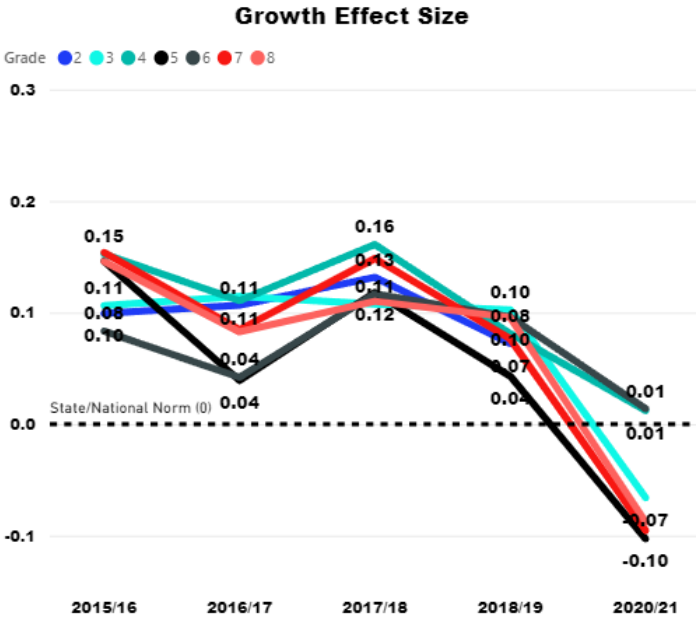
MAP Fall-to-Spring Math Growth (Historical Baseline Norms):



Growth Effect Size

Year by Level	2017/18 Zgain	2017/18 Data Points	2018/19 Zgain	2018/19 Data Points	2020/21 Zgain	2020/21 Data Points
1) ES	0.13	7869	0.07	7888	-0.05	5220
2) MS	0.12	5895	0.09	5868	-0.06	5369
Total	0.13	13764	0.08	13756	-0.05	10589

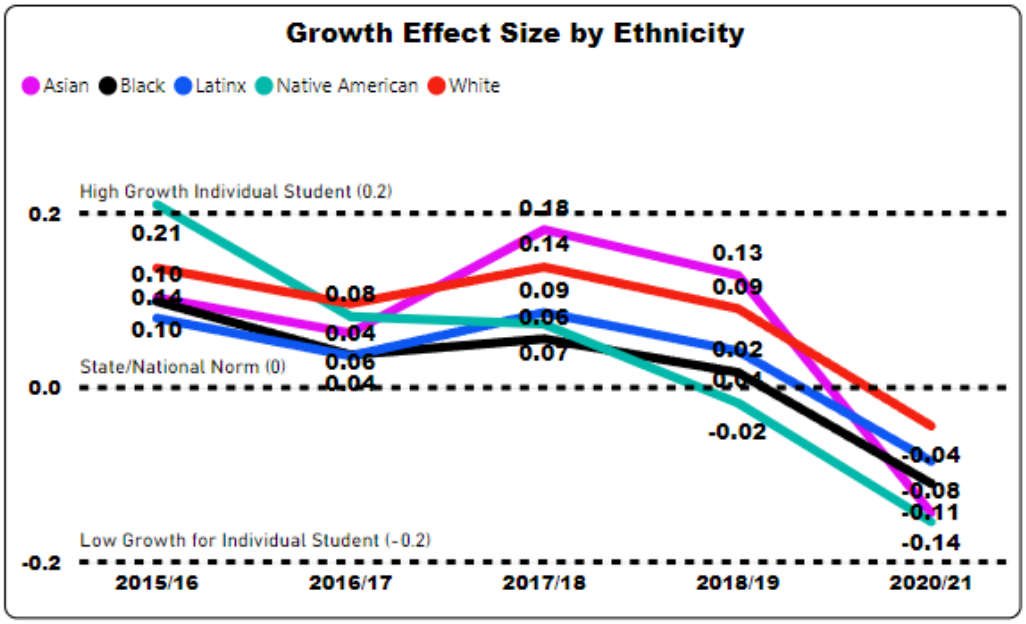
Year by Grade	2017/18 Zgain	2017/18 Data Points	2018/19 Zgain	2018/19 Data Points	2020/21 Zgain	2020/21 Data Points
2	0.13	1853	0.07	1907		
3	0.11	1999	0.10	1904	-0.07	1735
4	0.16	1992	0.08	2045	0.01	1740
5	0.12	2025	0.04	2032	-0.10	1745
6	0.12	2045	0.10	2023	0.01	1807
7	0.15	1913	0.08	2026	-0.10	1774
8	0.11	1937	0.10	1819	-0.09	1788

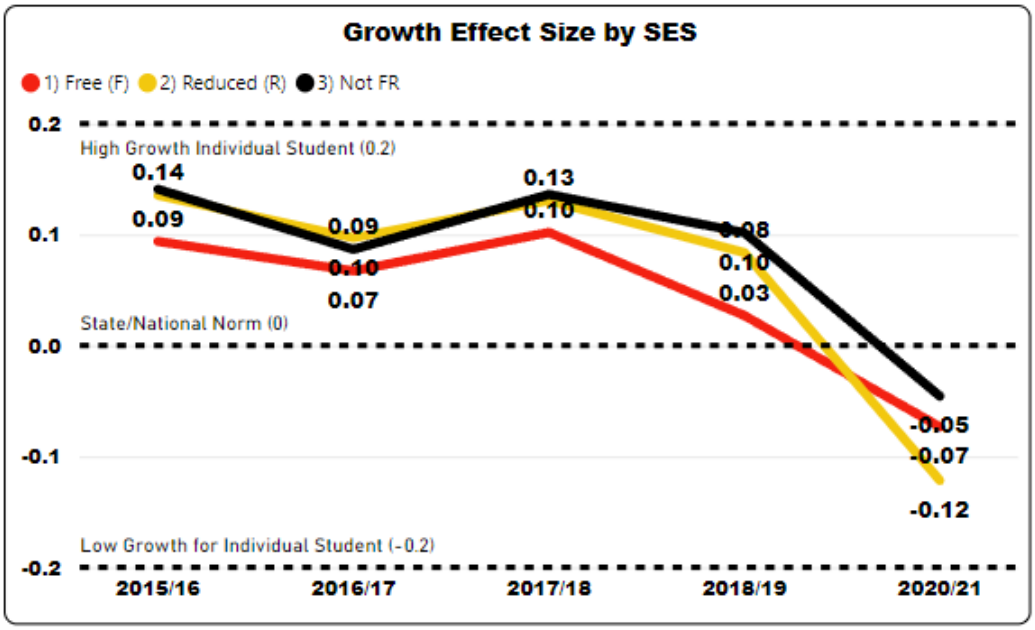


As with the comparison between reading and math achievement, fall-to-spring math growth was relatively stable prior to 2020/21 whereas reading growth showed a clear and steady decline prior to 2020/21. We can see that math growth grades 2-8, as measured by fall-to-spring MAP achievement changes declined dramatically as a direct result of COVID-19.

The general pattern of declining growth is evident for all ethnicity groups and socio-economic groups. Declines were accentuated in the 2020/21 school year due to COVID-19. Recall that utilizing MAP data implies we are comparing gains to those attained by pre-COVID national academic-peers. This means that these graphs of the 2020/21 drop give us a clear picture of the academic ground we lost due to the impacts of the international pandemic.

MAP Fall-to-Spring Math Growth (Historical Baseline Norms): By Ethnicity and Free/Reduced Meals





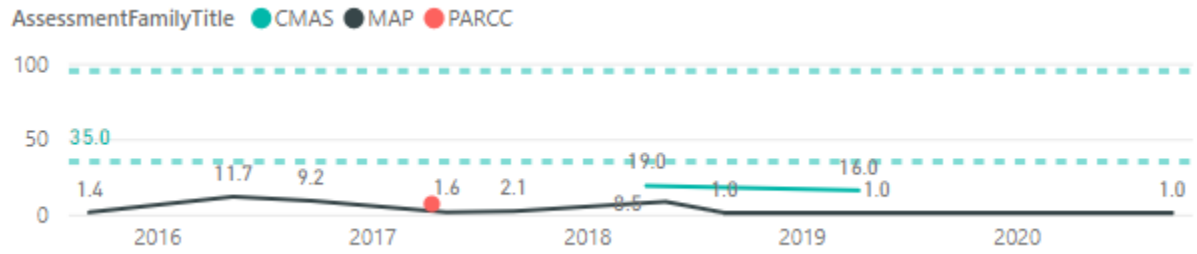
6) Additional Support Target: Growth effect size ≥ 0.20 in each additional support subject.

Met Target in 2020/21? No, based on MAP and Acadience data, PSD did not meet the Additional Support academic growth target in 2020/21 relative to historic national peers. The "Additional Support" group consists of students grades 1-12 that scored below the 35th percentile on each district/state assessment (Acadience, MAP, CMAS, PSAT, SAT) and each assessment occasion (Fall, Winter, Spring) during the prior school year in math or reading. In 2020/21 the reading growth effect size for the Additional Support group was 0.02 based on MAP and 0.19 based on Acadience; in math the growth effect size was -0.10 based on MAP.

A few highlights are provided below, to interact with a data visualization tool that displays PSD academic growth data by Level of Support category please click ACHIEVEMENT and GROWTH.

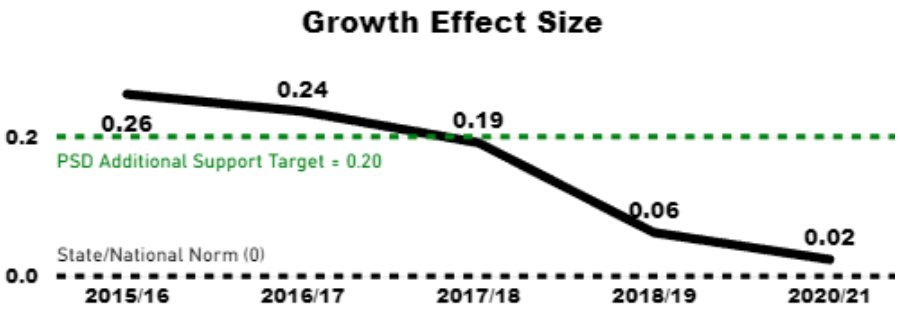
PSD has developed a data visualization tool, Levels of Support, which allows for a shared understanding districtwide regarding which PSD students are most in need of additional academic support in English/Language Arts and Math. PSD students meeting and exceeding performance levels of other students nationwide and statewide are also identified. This shared understanding is based on a body of evidence from the prior academic year for each returning student. The "Additional Support" group consists of students grades 1-12 that scored below the 35th percentile on each district/state assessment (DIBELS Next, MAP, PARCC, CMAS, PSAT, SAT) and each assessment occasion (Fall, Winter, Spring) during the prior school year in either math or in English/reading. These students are supported with each schools' best efforts to help accelerate academic gains relative to national and statewide academic-peers. Currently these students are performing among the lowest 1/3 of students statewide and/or nationwide. "Exceptional Outcomes" students met or exceeded the 95th percentile on the same set of measures. "Met Targets" scored consistently above the 35th percentile, and "Team Awareness" had at least one prior score in the "Additional Support" range and at least one score in the "Met Targets" range.

Typical "Additional Support" Assessment Profile (vertical axis is state/national percentile rank):



Typical "Exceptional Outcomes" Assessment Profile:

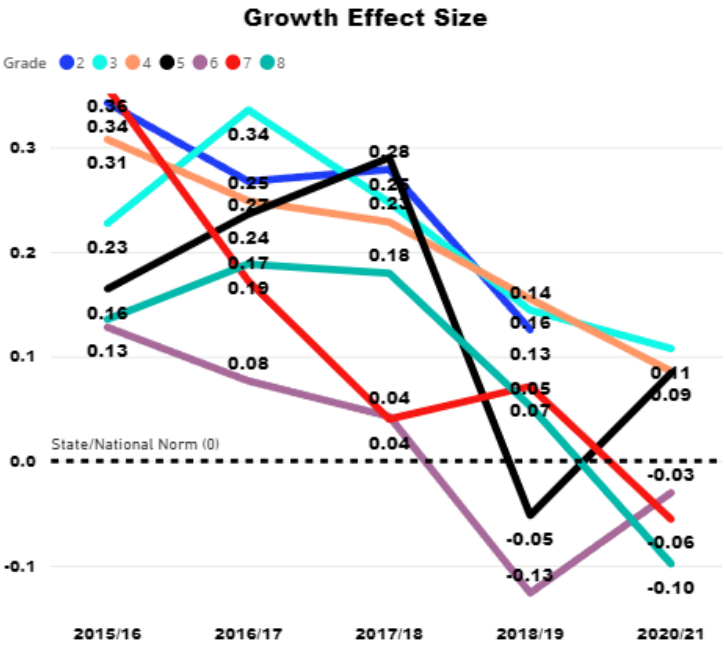
MAP Fall-to-Spring Reading Growth for Additional Support (Historical Baseline Norms):



Growth Effect Size

Year by Level	2017/18 Zgain	2017/18 Data Points	2018/19 Zgain	2018/19 Data Points	2020/21 Zgain	2020/21 Data Points
1) ES	0.26	866	0.10	924	0.09	869
2) MS	0.09	581	0.00	573	-0.06	713
Total	0.19	1447	0.06	1497	0.02	1582

Year by Grade	2017/18 Zgain	2017/18 Data Points	2018/19 Zgain	2018/19 Data Points	2020/21 Zgain	2020/21 Data Points
2	0.28	236	0.13	293		
3	0.25	231	0.14	233	0.11	352
4	0.23	198	0.16	210	0.09	264
5	0.29	201	-0.05	188	0.08	253
6	0.04	180	-0.13	181	-0.03	231
7	0.04	194	0.07	217	-0.06	250
8	0.18	207	0.05	175	-0.10	232

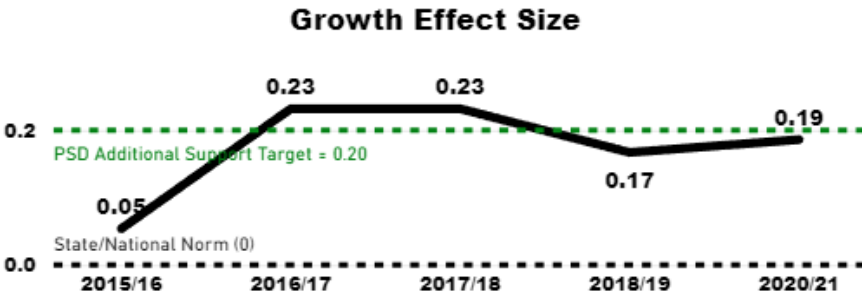


PSD schools that did meet the 0.20 target for Additional Support – 2020/21 MAP reading growth are provided in the table below.

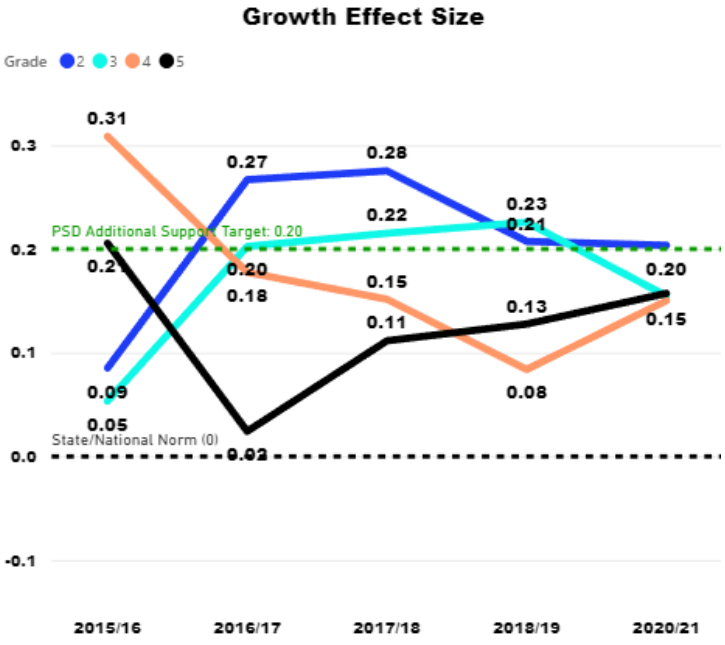
Research provided in the March 2021 DE 1.0 Monitoring Report indicated that a reasonable estimate of "catch-up growth" for the Additional Support group of students is a Zgain of 0.66 (or gaining 20 percentile rank units) in reading and a Zgain of 0.50 (or gaining 15 percentile rank units) in math.

School	Year by	Zgain	Data Points
RIFFENBURGH ES	2020/21	0.40	39
RICE ES	2020/21	0.37	25
PUTNAM ES	2020/21	0.34	55
ODEA ES	2020/21	0.32	33
TAVELLI ES	2020/21	0.29	28
BEATTIE ES	2020/21	0.25	25
OLANDER ES	2020/21	0.22	42
BAUDER ES	2020/21	0.21	43

Acadience Fall-to-Spring Reading Growth for Additional Support (Historical Baseline Norms):



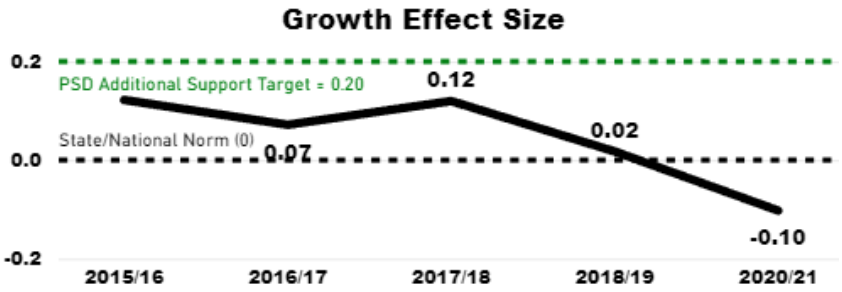
Year by Grade	2017/18 Zgain	2017/18 Data Points	2018/19 Zgain	2018/19 Data Points	2020/21 Zgain	2020/21 Data Points
0	-0.22	18	-0.37	16	-0.52	15
1	0.44	180	0.19	215	0.33	214
2	0.28	230	0.21	297	0.20	339
3	0.22	222	0.23	234	0.15	375
4	0.15	199	0.08	203	0.15	272
5	0.11	171	0.13	156	0.16	193
Total	0.23	1020	0.17	1121	0.19	1408



PSD schools that met the 0.20 target for Additional Support – 2020/21 Acadience Reading Growth.

School	Year by	Zgain	Data Points
CLP ES	2020/21	0.38	40
DUNN ES	2020/21	0.38	11
TIMNATH ES	2020/21	0.33	27
KRUSE ES	2020/21	0.32	36
LOPEZ ES	2020/21	0.32	29
BAUDER ES	2020/21	0.28	68
MCGRAW ES	2020/21	0.27	31
RIFFENBURGH ES	2020/21	0.27	41
SHEPARDSON ES	2020/21	0.24	22
PUTNAM ES	2020/21	0.23	47
ODEA ES	2020/21	0.22	36
BACON ES	2020/21	0.22	33
TAVELLI ES	2020/21	0.21	37
BENNETT ES	2020/21	0.21	32
JOHNSON ES	2020/21	0.21	27

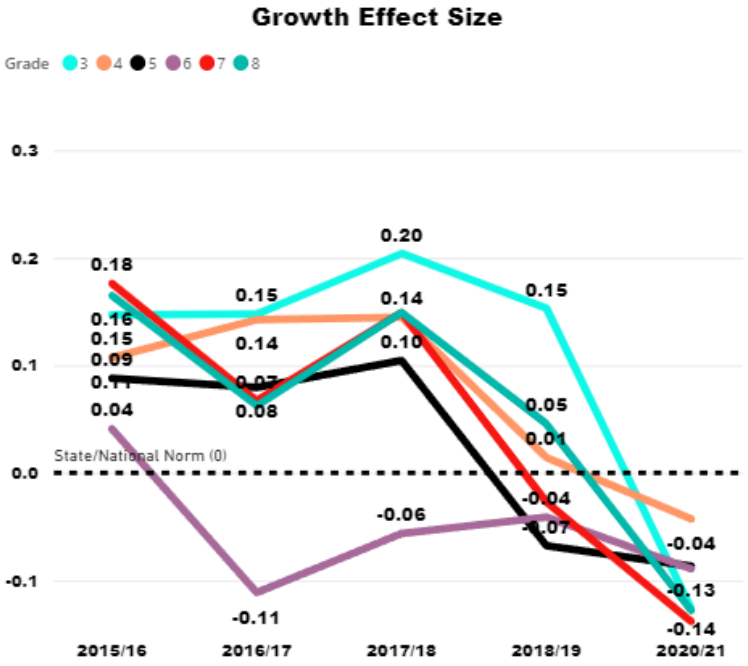
MAP Fall-to-Spring Math Growth for Additional Support (Historical Baseline Norms):



Growth Effect Size

Year by Level	2017/18 Zgain	2017/18 Data Points	2018/19 Zgain	2018/19 Data Points	2020/21 Zgain	2020/21 Data Points
1) ES	0.15	853	0.04	867	-0.09	1143
2) MS	0.08	798	-0.01	779	-0.12	1061
Total	0.12	1651	0.02	1646	-0.10	2204

Year by Grade	2017/18 Zgain	2017/18 Data Points	2018/19 Zgain	2018/19 Data Points	2020/21 Zgain	2020/21 Data Points
3	0.20	315	0.15	316	-0.13	421
4	0.14	261	0.01	303	-0.04	374
5	0.10	273	-0.07	248	-0.09	348
6	-0.06	250	-0.04	252	-0.09	330
7	0.15	279	-0.03	288	-0.14	376
8	0.15	269	0.05	239	-0.13	355



PSD schools that met the 0.20 target for Additional Support – 2020/21 MAP Math Growth.

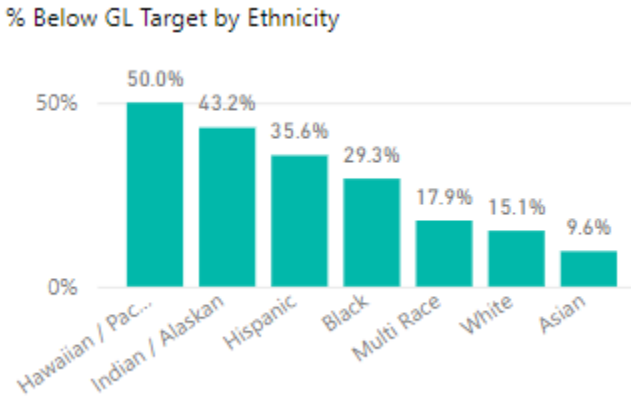
School	Year by	Zgain	Data Points
KRUSE ES	2020/21	0.27	49

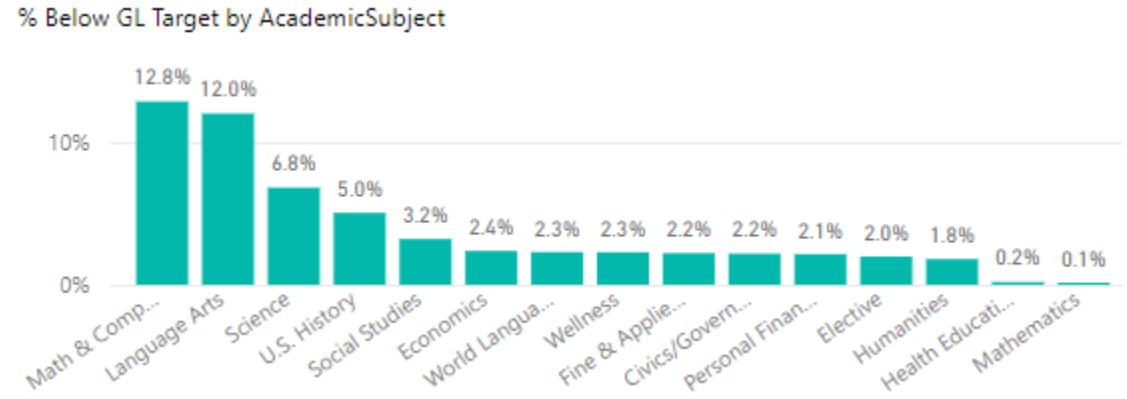
The Levels of Support tool is available to teachers and school administrators in the first week that teachers are back on contract at the beginning of each school year. Current year classifications of evidence-based support level recommendations are only available to appropriate school and district staff. Recommended support classifications are not part of a student's permanent record, they are time-limited recommendations to current educational staff working directly on behalf of students. The current year designations are based on a body of evidence from the prior school year. Classifications do not fluctuate based on the latest single scores attained in the current school year because the designations are based on a body of evidence rather than the latest individual score. This stability of support classification within a single school year allows for systematic effectiveness studies of PSD's support systems. This is a critical component of internally evaluating system improvement efforts.

7) Credit Accumulation Target: ≥ 85% of 9th-12th grade students will be on track to graduate within 4 years of transition into 9th grade.

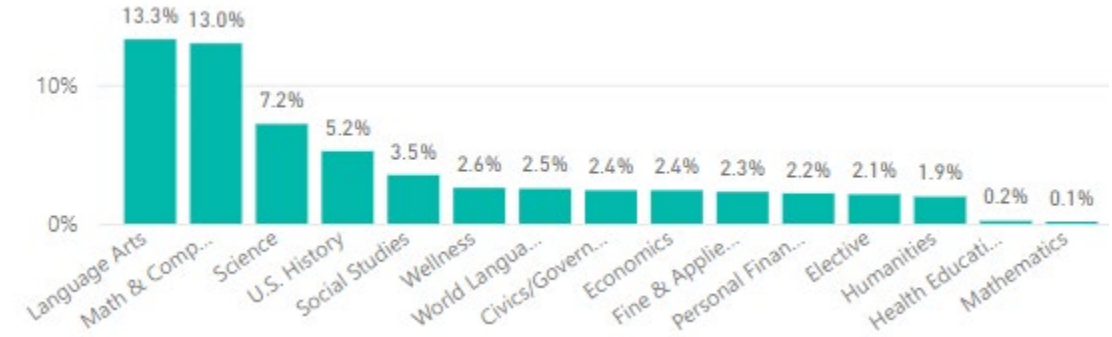
Met Target in 2020/21? No, there are 7,208 of 8,963 (or 80.4%) PSD grades 9-12 students that are currently on track to graduate (data pulled 2-6-22). This percentage of "on-track to graduate" is up slightly from the past three February data pulls (78% in 2021, 77.7% in 2020, 79.6% in 2019). It appears that PSD has a relatively stable percentage of "on-track" high school students over multiple years. There are persistent patterns regarding which subject areas contribute most to students being off-track and differences between ethnicity groups. Given that there are 80.4% of students currently on-track, there are 19.6% of students grades 9-12 off-track as of 2/6/22.

Data pulled 2-6-22



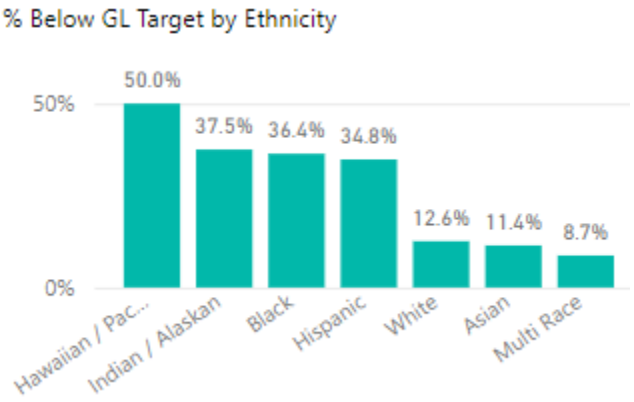


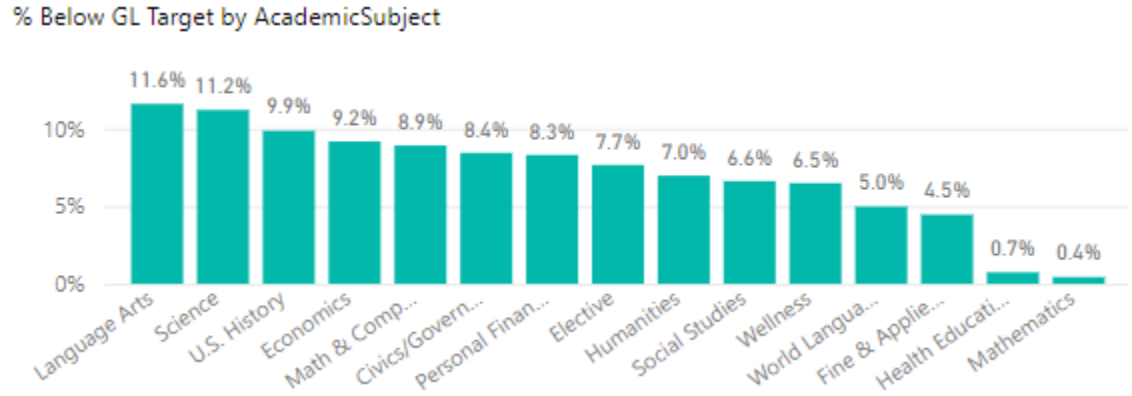
Data pulled 2-17-21



Among 12th grade only, there are 17.4% of students "off-track" as of February 6, 2022. This off-track estimate translates roughly to a likely graduation rate of approximately 83%. As of February 6th, the 403 off-track seniors (class size of approximately 2,310 seniors) have an average remaining high school graduation requirement deficit of 61 credits overall (average of 10 credits in any one subject area). Sixty credits are approximately equivalent to six regular courses.

12th grade only data pulled 2-6-22





Among the 403 seniors currently off-track, 124 (or 30.8% of those off-track) are short of graduation requirements by 20 or less credits. Finding a pathway to graduation for seniors short by 20 or less credits would add approximately 124 students to the graduation ceremony in May 2022. Among 2,310 seniors, an additional 124 graduating seniors would increase the 2022 graduation rate by approximately 5.4%. A 5.4% bump for the class of 2021 would have moved the graduation rate from 82.6% to 88.1% which is much more consistent with our comparison districts' rates.

Seniors Off By How Many Credits (2/6/2022)

	Frequency	Percent
20 or Less Credits Off	124	30.8
21 to 49 Off	94	23.3
50+ Off	185	45.9
Total	403	100.0

A similar analysis provided back in February of 2021 provided the following information. We can see that there is a consistent opportunity for PSD to capitalize on. In the colorful table below, note that the green column to the right side of the display (titled "PSD Likely Graduation Rate") is simply the February 2021 "On Track" percentage plus the students that are "Off Track" by 20 credits or less (typically that means 2 classes or less). For students that were in the 12th grade in 2020/21, a graduation rate of approximately 86.4% could have been achieved for this group of 12th grade students. The Class of 2021 on-time (4-year) graduation rate for PSD is 82.6%.

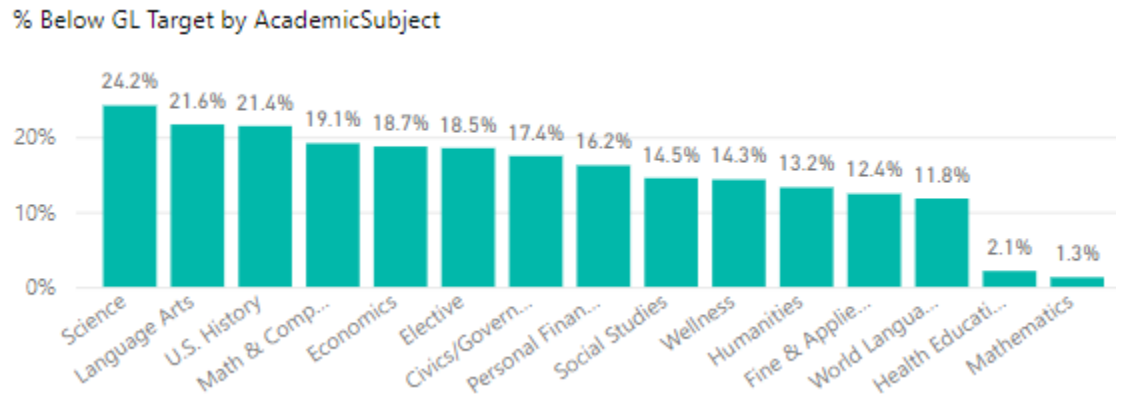
Off-Track & Graduation Rate Projections Made February 2021

High School Grade	OffTrackCategory 20 or Less Credits Off	21 to 49 Off	50+ Off	On Track	Grand Total
9	284			1964	2248
10	403	94	7	1649	2153
11	474	115	93	1479	2161
12	151	105	191	1723	2170
Grand Total	**1312**	**314**	**291**	**6815**	**8732**

High School Grade	OffTrackCategory 20 or Less Credits Off	21 to 49 Off	50+ Off	On Track	Grand Total	PSD Likely Graduation	Likely Rate + (21-49 Off)
9	12.6%	0.0%	0.0%	87.4%	100.0%	100.0%	100.0%
10	18.7%	4.4%	0.3%	76.6%	100.0%	95.3%	99.7%
11	21.9%	5.3%	4.3%	68.4%	100.0%	90.4%	95.7%
12	7.0%	4.8%	8.8%	79.4%	100.0%	86.4%	91.2%
Grand Total	**15.0%**	**3.6%**	**3.3%**	**78.0%**	**100.0%**		

Across all students grades 9-12, math and language arts are the two subject areas most likely to be implicated where students are off-track in their credit accumulation toward graduation. **More specifically, among 12th grade students that are "off-track", it is language arts, science, U.S. history, and economics that are the subject areas most likely to be implicated in being off-track. Math is the 5th subject in a ranked list of contributing subject areas.** This information implies that virtually all departments within a high school are needed as partners in solving the relatively low PSD graduation rates.

12th grade only data pulled 2-6-22 (Latinx Only)

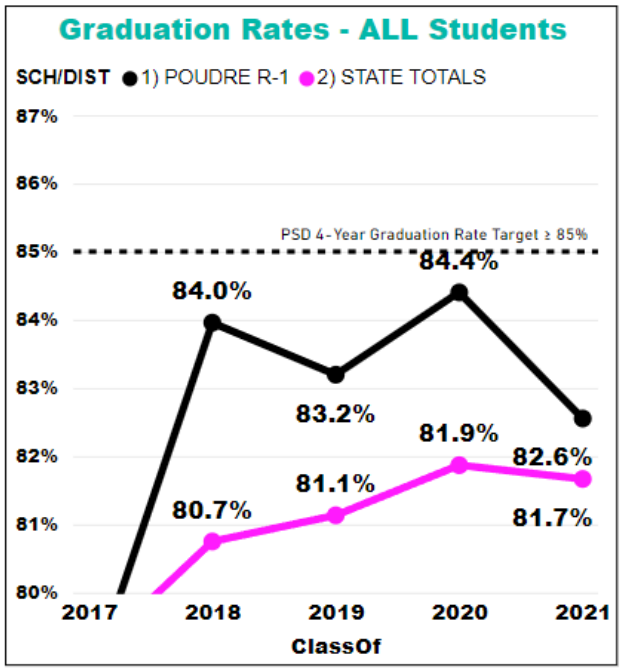


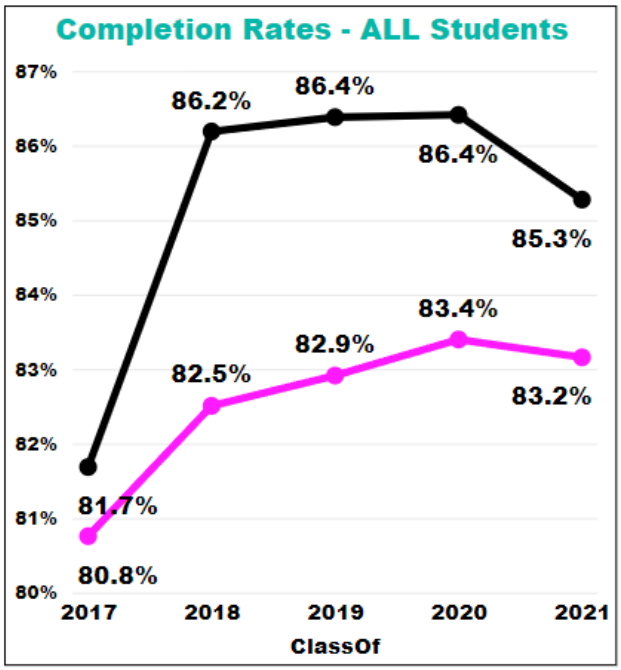
The percentage of Latinx students off-track by subjects are approximately twice the respective percentages for the overall student population, but the top five contributing subjects are identical, their order has just been shuffled. There is some consistency regarding which subjects/requirements generate the most prevalent credit accumulation challenges across populations.

8) Completion/Graduation Target: 100% of PSD students will successfully complete their PreK-12 education. As a leading indicator toward this completion target, ≥ 85% of PSD students will graduate within 4 years of transition into 9th grade.

Met Target in 2020/21? No, the PSD Class of 2021 had graduation rate 82.6%.

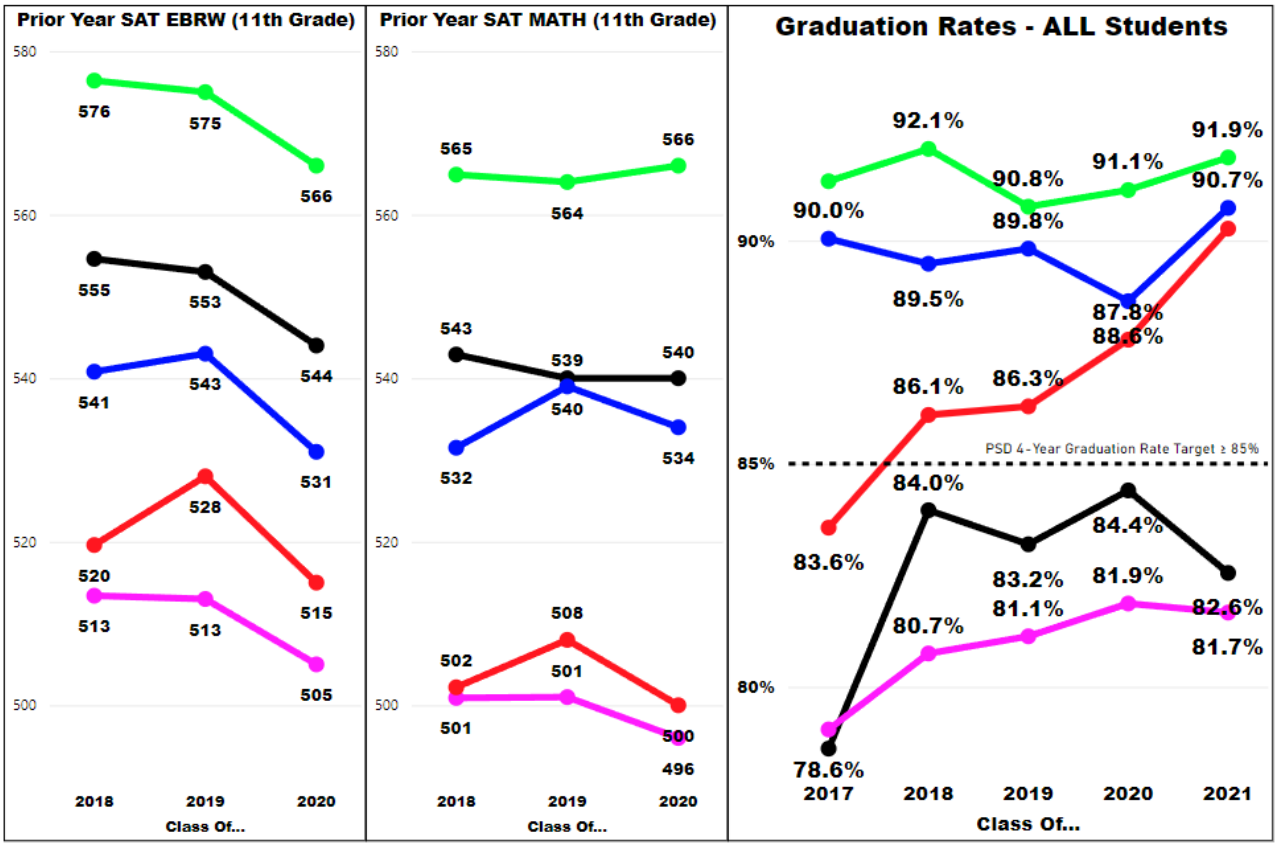
A few highlights are provided below, to interact with a graduation rate data visualization tool that provides greater detail, please click GRADUATION RATES. Please click here for information on PSD graduation requirements.





The PSD 4-year graduation rate has decreased 1.8 percentage units from 84.4% in 2020 to 82.6% in 2021. The class of 2021 graduation rate is above the statewide graduation rate of 81.7% (down 0.2 percentage units from 2020). The 2020 PSD graduation rate represents the second highest PSD graduation rate of the preceding decade, and yet falls short of the PSD target by 0.6%. PSD has experienced substantial variability in our graduation rates over the past ten years.

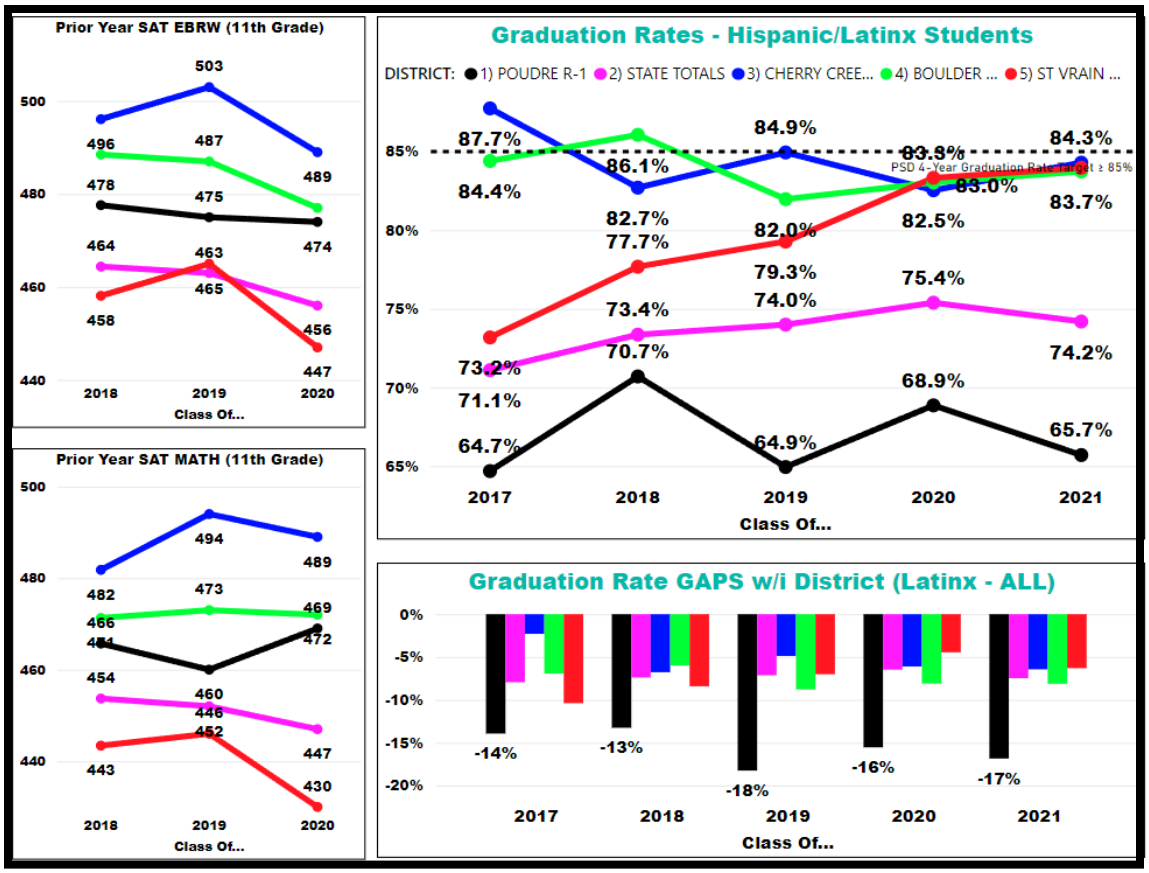
A look at outcomes for comparison districts indicates the PSD target is attainable. The following graphs indicate PSD is lagging graduation rates of our closest Colorado comparison districts. For the graduating classes of 2018, 2019, and 2020…the PSD graduates 11th grade SAT scores were higher than those of Cherry Creek, Saint Vrain, and statewide graduates. This is true for both Evidence Based Reading and Writing (EBRW) and for Math. PSD graduation rates are lower than those of Cherry Creek and Saint Vrain for each of these same graduation classes. While PSD graduation rates lag comparison districts, student performance does not. In other words, PSD students consistently demonstrate high levels of learning, yet they are not graduating at the same rates as comparison districts. This general pattern is true for the student population overall and for subgroups of students. PSD has larger "within district" graduation rate gaps between subgroups and "all students" when compared to Colorado overall and relative to our comparison districts. PSD does have more content area credit requirements than our comparison districts. Humanities, Financial Literacy, and Economics are three required areas in PSD that are not required by our comparison districts.

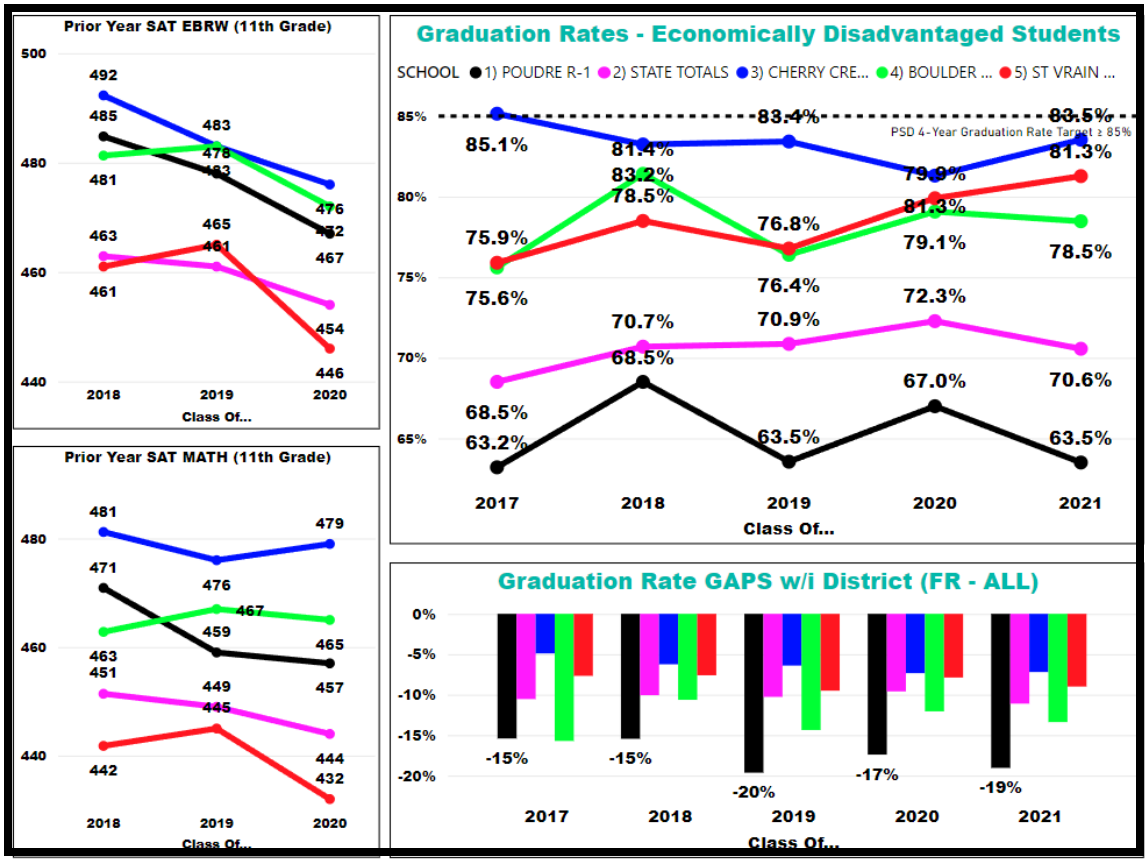


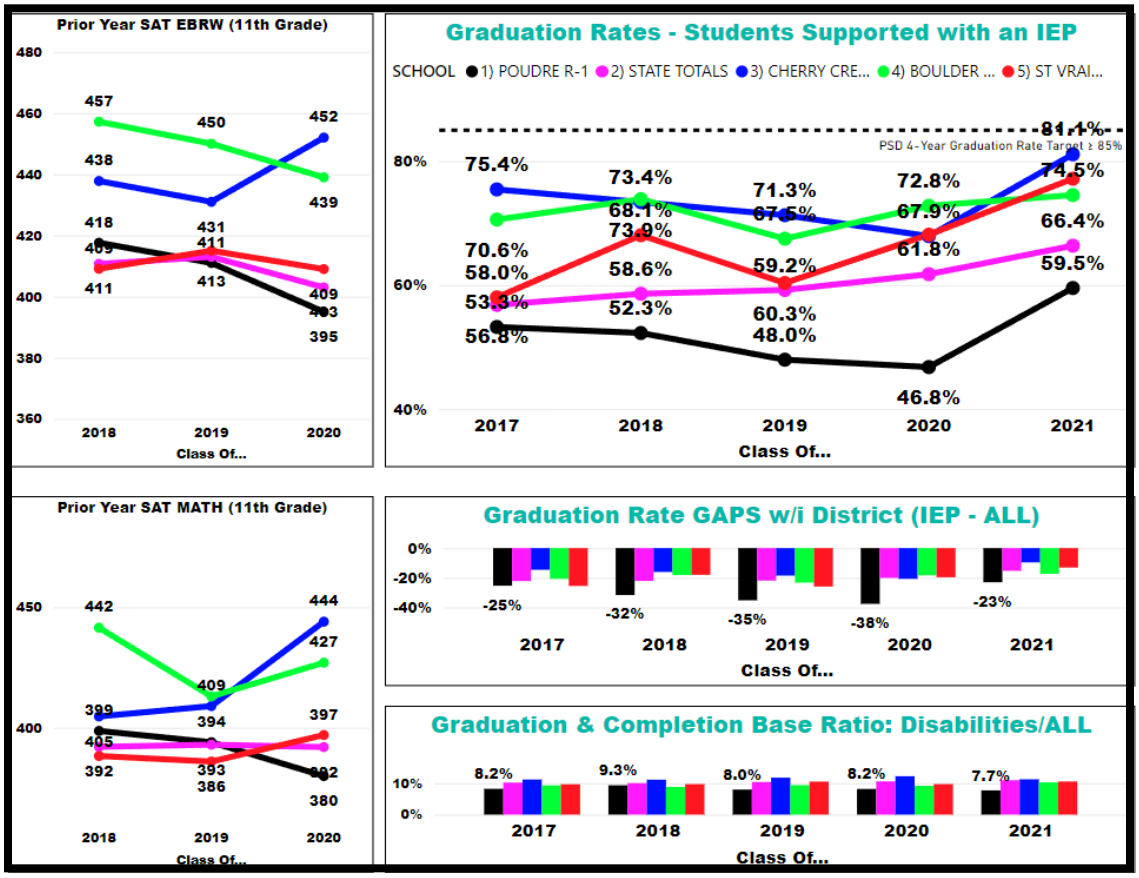
CONTENT	GRADUATION REQUIREMENTS BY DISTRICT			
	PSD	St. Vrain	Boulder Valley	Cherry Creek 5
Language Arts	40	40	40	40
Mathematics	30	30	20	30
Science	30	30	20	30
Social Studies	25	30	30	30
Humanities	5			
World Language	10		10	
Physical Education	15	20	15	15
Health		5	5	5
Financial Literacy	5			
Economics	5			
Fine & Applied Arts	10	5	5	15
Practical Arts (Applied Arts)		5	5	
Electives	65	80	75	55
Core Electives*				
TOTAL REQUIRED CREDITS	240	245	225	220
# REQUIRED CONTENT AREAS	10	8	9	7

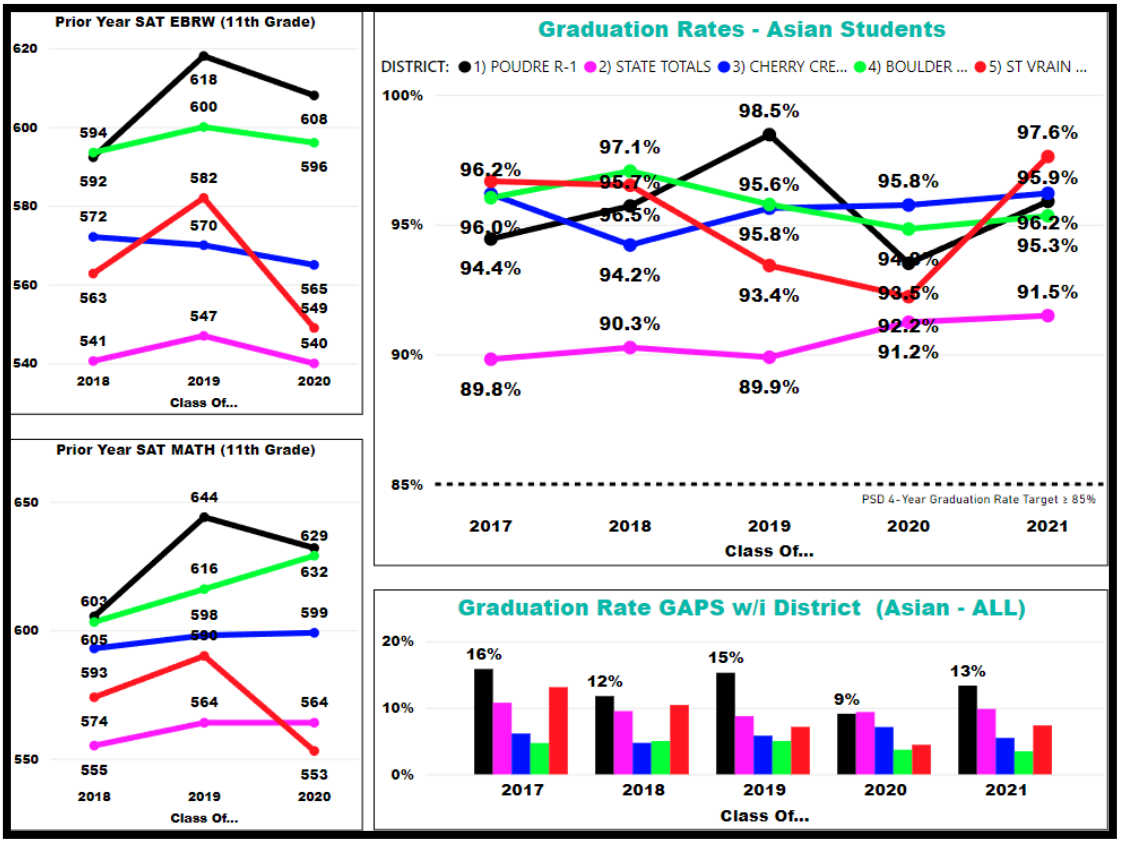
2021/22	STUDENT ENROLLMENT BY DISTRICT			
	PSD	St. Vrain	Boulder Valley	Cherry Creek 5
K12 ENROLLMENT	29,941	32,406	29,011	53,558
FREE/REDUCED MEAL %	27.0%	27.2%	20.2%	27.1%
ASIAN %	2.7%	3.4%	5.6%	9.0%
BLACK %	1.3%	0.9%	0.9%	11.8%
LATINX %	19.5%	29.9%	19.5%	20.9%
WHITE %	71.8%	62.1%	67.1%	49.6%
ENGLISH LEARNER %	5.3%	11.5%	7.0%	12.0%

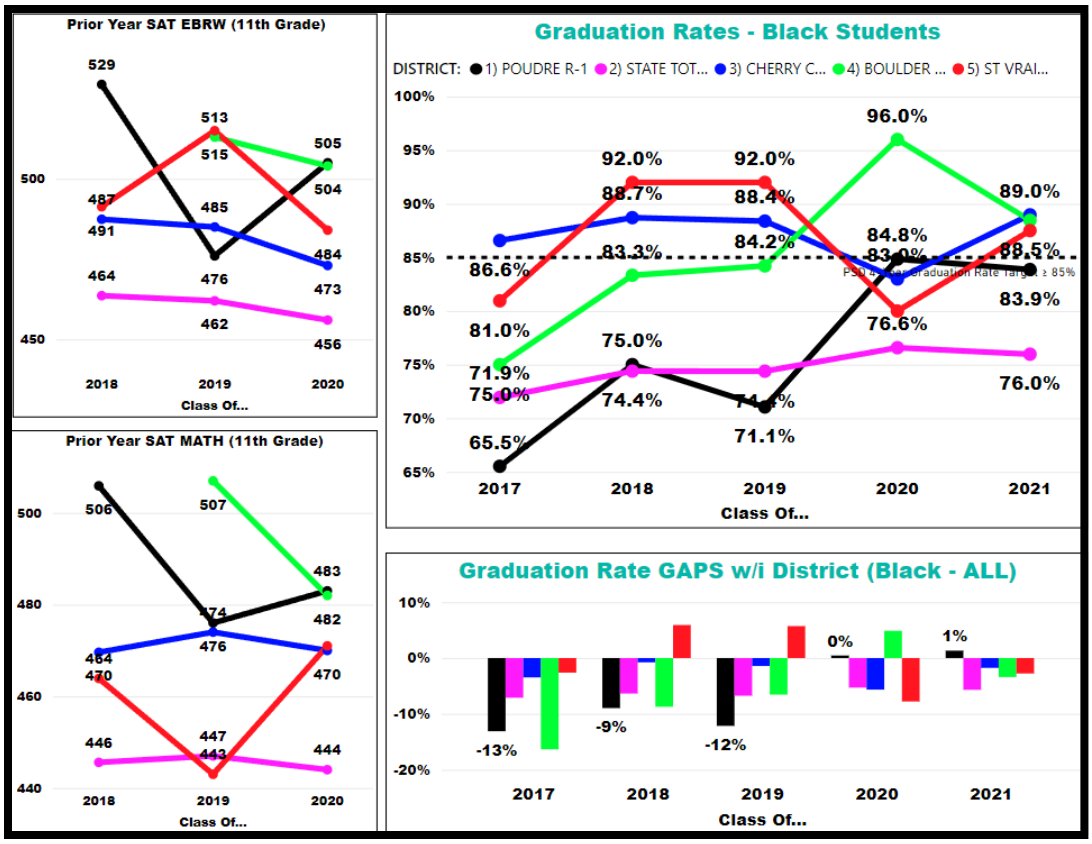
1) POUDRE R-1
2) STATE TOTALS
3) CHERRY CREEK 5
4) BOULDER VALLEY RE 2
5) ST VRAIN VALLEY RE 1J

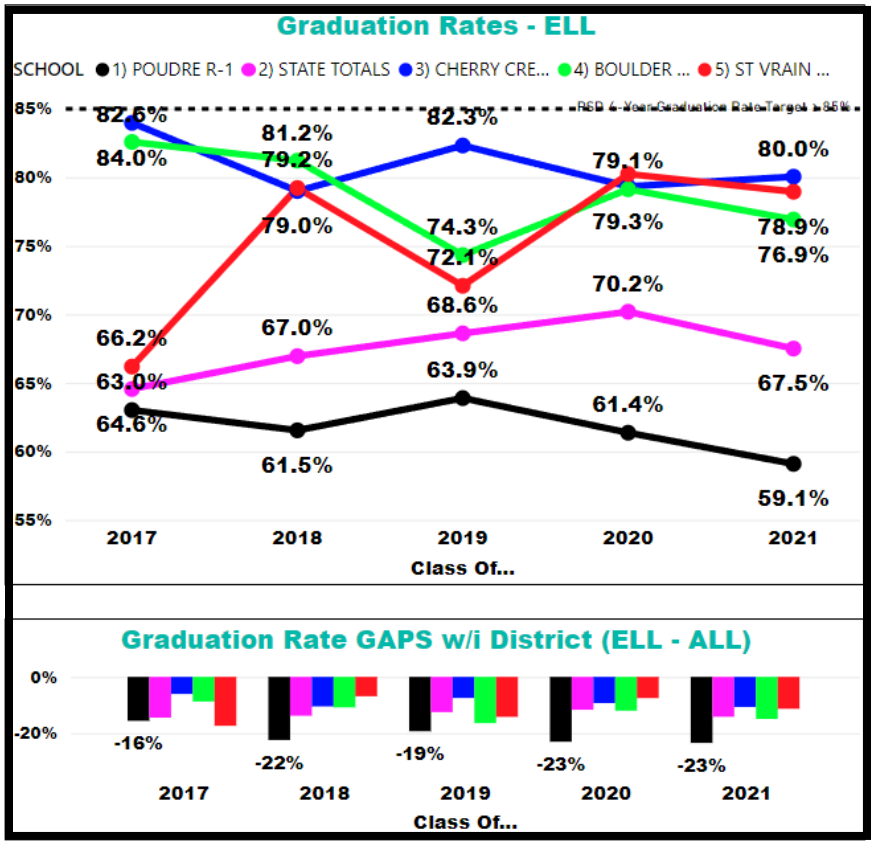

Prior Year SAT EBRW (11th Grade)
Class Of...
Prior Year SAT MATH (11th Grade)
Class Of...
Graduation Rates - Hispanic/Latinx Students
DISTRICT: 1) POUDRE R-1 2) STATE TOTALS 3) CHERRY CREE... 4) BOULDER ... 5) ST VRAIN ...
PSD 4-Year Graduation Rate Target ≥ 85%
Class Of...
Graduation Rate GAPS w/i District (Latinx - ALL)
Class Of...


Prior Year SAT EBRW (11th Grade)
Class Of...
Prior Year SAT MATH (11th Grade)
Class Of...
Graduation Rates - Economically Disadvantaged Students
SCHOOL 1) POUDRE R-1 2) STATE TOTALS 3) CHERRY CRE... 4) BOULDER ... 5) ST VRAIN ...
PSD 4-Year Graduation Rate Target ≥ 85%
Class Of...
Graduation Rate GAPS w/i District (FR - ALL)
Class Of...


Prior Year SAT EBRW (11th Grade)
480
460
440
420
400
380
360
457
450
452
438
439
418
431
411
409
413
411
403
395
2018
2019
2020
Class Of...
Graduation Rates - Students Supported with an IEP
SCHOOL 1) POUDRE R-1 2) STATE TOTALS 3) CHERRY CRE... 4) BOULDER ... 5) ST VRAI...
PSD 4-Year Graduation Rate Target ≥ 85%
80%
60%
40%
75.4%
73.4%
71.3%
72.8%
74.5%
68.1%
67.5%
67.9%
66.4%
70.6%
73.9%
61.8%
58.0%
58.6%
59.2%
59.5%
53.3%
52.3%
60.3%
56.8%
48.0%
46.8%
2017
2018
2019
2020
2021
Class Of...
Prior Year SAT MATH (11th Grade)
450
400
442
444
427
409
399
394
397
405
392
393
386
380
2018
2019
2020
Class Of...
Graduation Rate GAPS w/i District (IEP - ALL)
0%
-20%
-40%
-25%
-32%
-35%
-38%
-23%
2017
2018
2019
2020
2021
Class Of...
Graduation & Completion Base Ratio: Disabilities/ALL
10%
0%
8.2%
9.3%
8.0%
8.2%
7.7%
2017
2018
2019
2020
2021
Class Of...


Prior Year SAT EBRW (11th Grade)
620
600
580
560
540
618
600
608
594
596
592
582
572
570
565
563
549
547
541
540
2018
2019
2020
Class Of...
Graduation Rates - Asian Students
DISTRICT: 1) POUDRE R-1 2) STATE TOTALS 3) CHERRY CRE... 4) BOULDER ... 5) ST VRAIN ...
PSD 4-Year Graduation Rate Target ≥ 85%
100%
95%
90%
85%
98.5%
97.6%
97.1%
96.2%
95.7%
95.6%
95.8%
95.9%
96.5%
96.0%
95.8%
96.2%
95.3%
94.4%
94.2%
93.4%
91.5%
90.3%
92.2%
91.2%
89.8%
89.9%
2017
2018
2019
2020
2021
Class Of...
Prior Year SAT MATH (11th Grade)
650
600
550
644
629
616
632
603
598
599
605
593
564
564
574
555
553
2018
2019
2020
Class Of...
Graduation Rate GAPS w/i District (Asian - ALL)
20%
10%
0%
16%
12%
15%
9%
13%
2017
2018
2019
2020
2021
Class Of...


Prior Year SAT EBRW (11th Grade)
529
513
505
515
504
487
485
491
484
464
476
473
462
456
500
450
2018
2019
2020
Class Of...
Prior Year SAT MATH (11th Grade)
506
507
483
474
482
476
464
470
470
446
447
443
444
500
480
460
440
2018
2019
2020
Class Of...
Graduation Rates - Black Students
DISTRICT: 1) POUDRE R-1 2) STATE TOT... 3) CHERRY C... 4) BOULDER ... 5) ST VRAI...
96.0%
92.0%
92.0%
89.0%
88.7%
88.4%
84.8%
84.2%
83.3%
86.6%
83.9%
81.0%
76.6%
75.0%
71.9%
76.0%
75.0%
74.4%
71.1%
65.5%
100%
95%
90%
85%
80%
75%
70%
65%
2017
2018
2019
2020
2021
Class Of...
Graduation Rate GAPS w/i District (Black - ALL)
10%
0%
-10%
-20%
-13%
-9%
-12%
0%
1%
2017
2018
2019
2020
2021
Class Of...


Graduation Rates - ELL
SCHOOL 1) POUDRE R-1 2) STATE TOTALS 3) CHERRY CRE... 4) BOULDER ... 5) ST VRAIN ...
RSD 4-Year Graduation Rate Target ≥ 85%
82.6%
82.3%
84.0%
81.2%
79.2%
80.0%
79.1%
79.0%
74.3%
79.3%
78.9%
72.1%
76.9%
70.2%
68.6%
66.2%
67.0%
63.0%
63.9%
67.5%
64.6%
61.4%
61.5%
59.1%
85%
80%
75%
70%
65%
60%
55%
2017
2018
2019
2020
2021
Class Of...
Graduation Rate GAPS w/i District (ELL - ALL)
0%
-20%
-16%
-22%
-19%
-23%
-23%
2017
2018
2019
2020
2021
Class Of...

When PSD asked currently enrolled seniors that did not graduate with their class in 2021 what the current (2021/22) barriers are to their completion of high school, we heard the following responses. The intention of providing the remarks below is to inform educators and more deeply understand the yearning for success that these students demonstrate.

STUDENT #1: "I really, really, really want to pass this year and graduate, but I always drop off and stop working on schoolwork. I have late work, then I often don't pass a class because of it."

STUDENT #2: "I absolutely despise the idea of dropping out. But given my god-awful work ethic, and general sense of hopelessness I feel in the building, I'm not sure if I can even make it through. I'd absolutely hate dropping out, but I can't help it if several different factors push me out."

STUDENT #3: "Classes are moving at breakneck speed and there's no real time to actually internalize and learn anything. it's all notes and consecutive assignments one right after the other. I'm not learning about any subjects, just memorizing the answers to tests and that doesn't seem right at all".

A theme that emerges in a qualitative review of many such students' comments is that the students take personal ownership over the challenges they face, indicating their behaviors and choices are at the root of their challenges. There is very little "blame" of others emerging in these comments. These students are identifying a need for social-emotional support, organizational and motivational supports, and some assistance navigating a fast-moving instructional environment. These students demonstrate determination and self-awareness…deserving of the very best among us as their allies, advocates, and dedicated problem-solvers.

Here is a description of perceived barriers to graduation from a student that dropped out of school shortly after sharing these views. This student began 9th grade four academic years prior to May 2021. They did not graduate within four years, but they may choose to re-enroll in a public school as the three students above, pursue a certificate such as a GED, or choose to not complete their public education.

STUDENT #4: "Lack of motivation to even want to wake up and log onto school assignments are horrible and unrealistic and teachers don't reach out, so it makes me not even want to go to class if they don't care about me ". PSD is currently working to re-engage this student in their public education options.

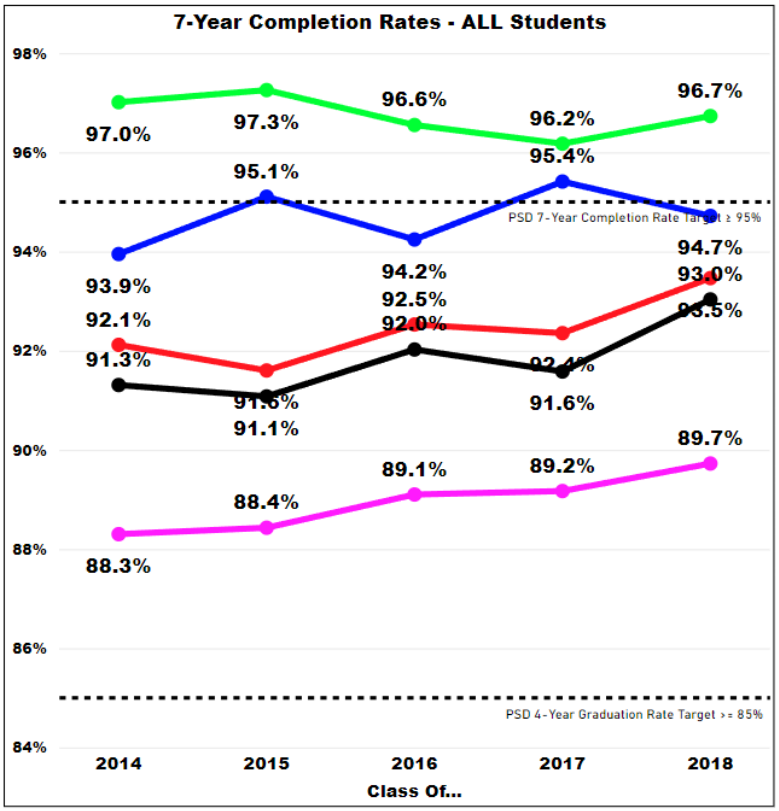
Some graduates that were part of the Class of 2021, were not sure in the fall of 2020 if they would graduate with their class and described their perceived barriers in the fall of 2020. These students overcame these described obstacles and became "on-time" graduates in May of 2021.

STUDENT #5: Not doing very well in classes.

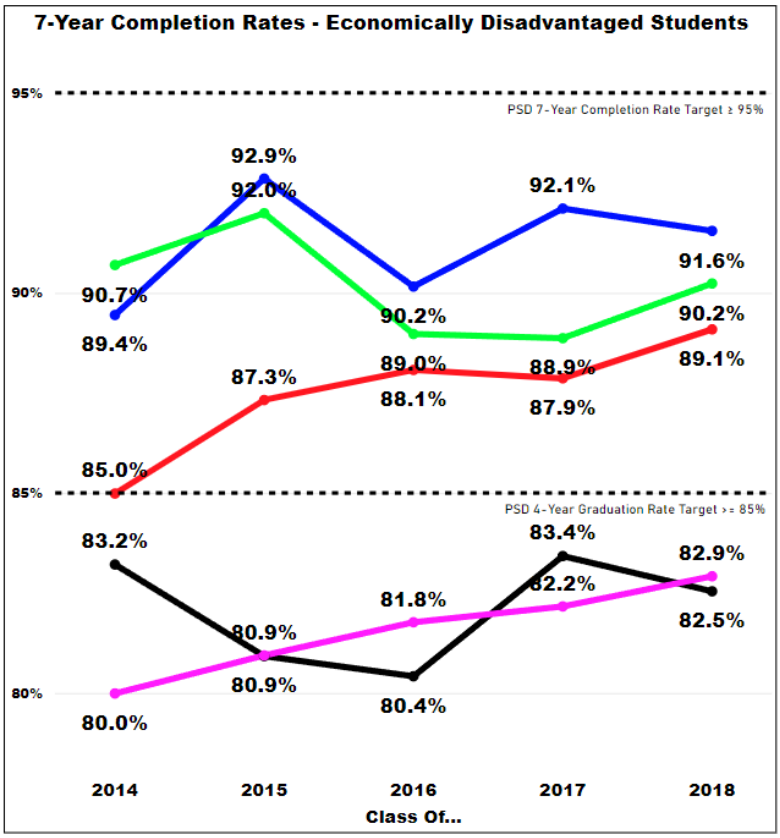
STUDENT #6: I hope I do but it's hard a lot harder than we get credit for. Yes, classes can be easy but it's the student mental state you have to work with. If someone isn't doing ok the last thing, they are thinking about is what is going on in class

STUDENT #7: I thought I was on track to graduate but then the pandemic hit, and classes became harder. My plan had been to spread out the graduation requirements throughout my time at high school and I managed to push all the difficult classes off to my last year. Because of this, there are a couple of classes I am struggling with where if I fail any one of them, I won't have my graduation requirements. This is not the school's fault as no one could have expected or prepared for the pandemic.

PSD 7-year completion rates (includes regular graduation plus various certificates such as GED certificates) are the closest proxy to the goal of 100% of PSD students successfully completing their PreK-12 experience. Note that PSD 7-year completion rates are substantially higher than our 4-year on-time graduation target, consistently exceed the state 7-year completion rates, but travel below our comparison districts' 7-year completion rates. Note that the most recent 7-year graduation/completion rates are available from more than three years ago due to the time that must pass prior to the relevant data being available for the calculations. This delay in data availability increases the importance of viewing patterns based on multiple successive years of information. The leadership value in these data views comes from the consistency of the patterns. PSD has an improvement opportunity.



PSD 7-year completion rates for students eligible for free or reduced meal prices do not consistently exceed the state results, fall well below our comparison districts, and fall short of our 4-year on-time graduation target. Similar findings and patterns exist for other student groups traditionally underrepresented at postsecondary institutions. Note that 4-year rates, graduation rates and completion rates, move together as a group. If PSD is falling short overall or for specific subgroups in our 4-year graduation rates, we will very likely fall short in all other associated graduation/completion rates.

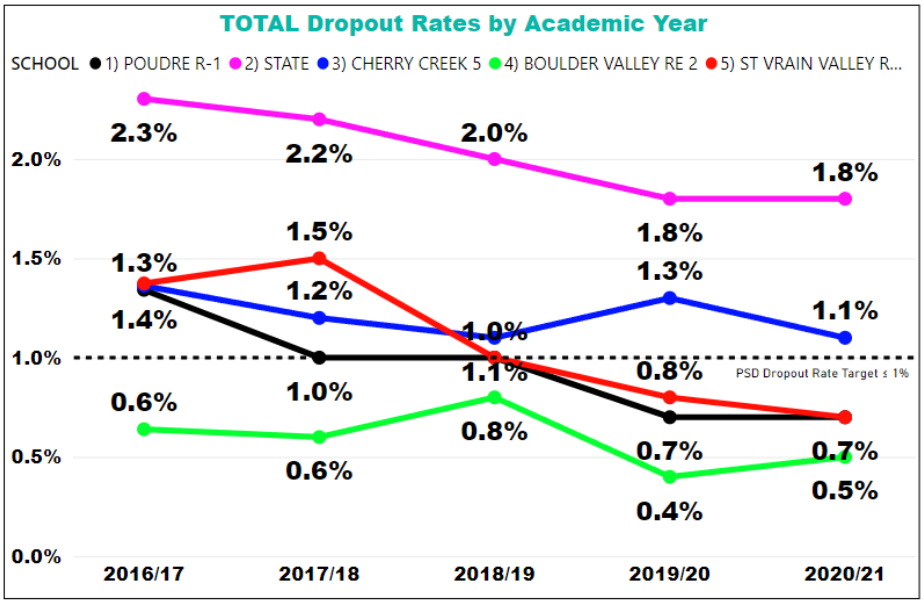


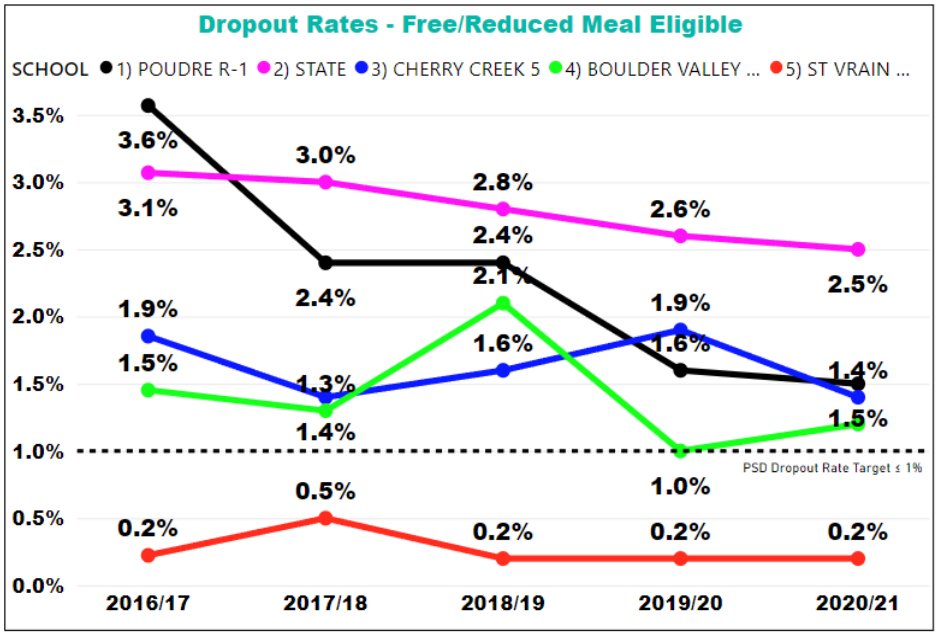
9) Dropout Rate Target: Less than 1% of PSD students will dropout.

Met Target in 2020/21? Yes, the PSD dropout rate was 0.7% (107/15,209) in 2020/21.

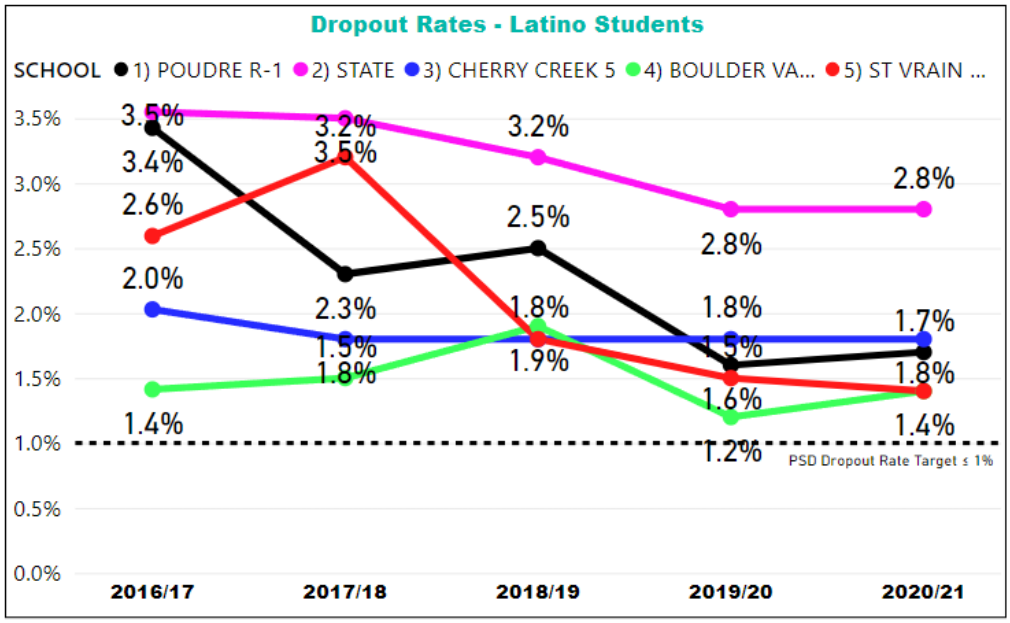
A few highlights are provided below, to interact with a dropout rate data visualization tool that provides greater detail, please click DROPOUT RATES .

The 2019/20 dropout rate was also 0.7%. The change from 220 to 240 credits as a PSD graduation requirement (Class of 2015) has had no measurable impact on dropout rates. Dropout rates do vary dramatically by economic status, ethnicity, and other student characteristics. Dropout rate is the percentage of all students enrolled in grades 7-12 who leave school during a single school year without subsequently attending another school or educational program. Dropout rates are NOT equal to (1-graduation rate).

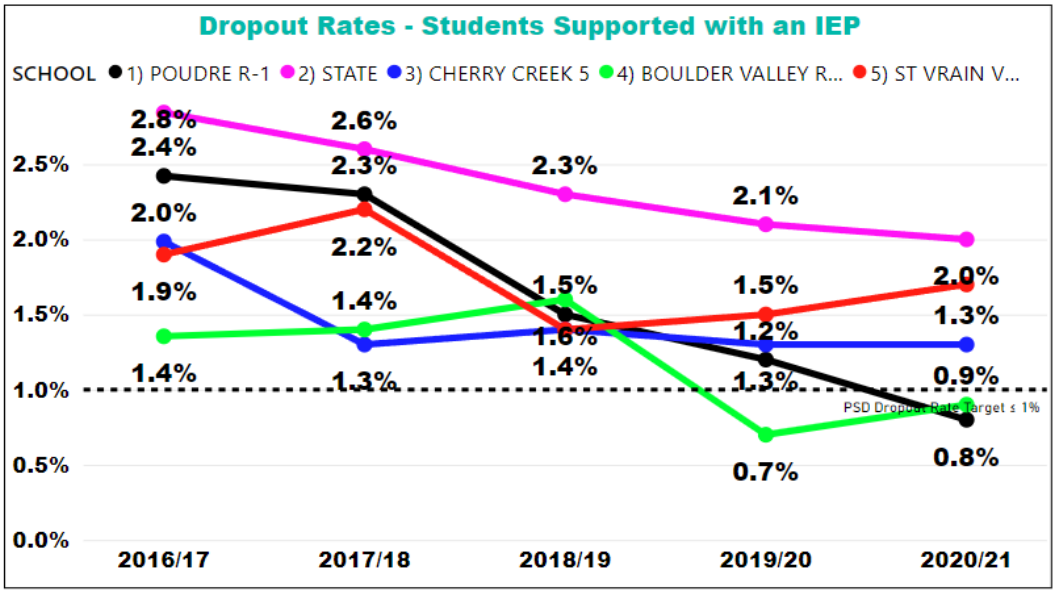




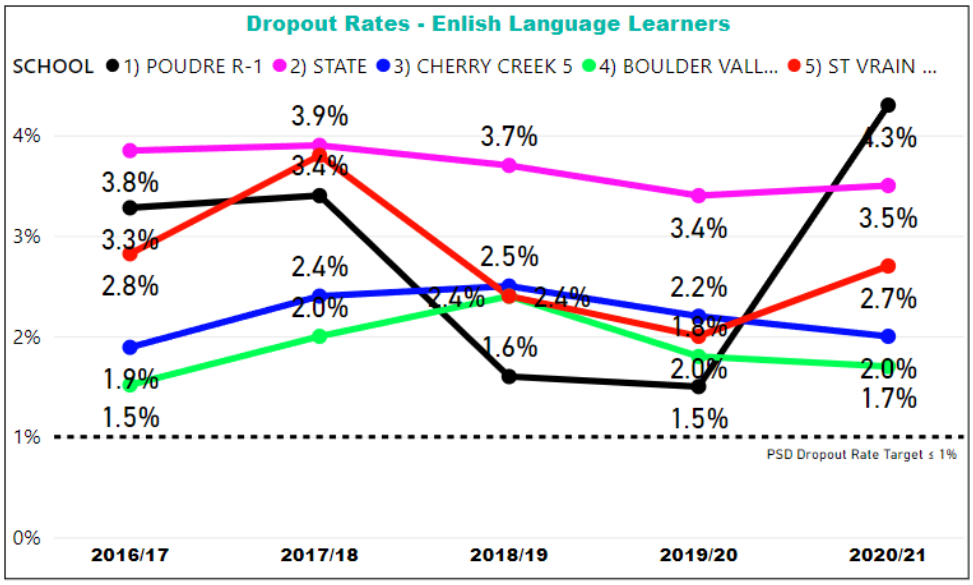
For students eligible for free or reduced meal prices, the PSD dropout rates have declined in recent years, are below statewide rates, are similar to comparison districts, and yet are higher than dropout rates for the PSD student population as a whole.



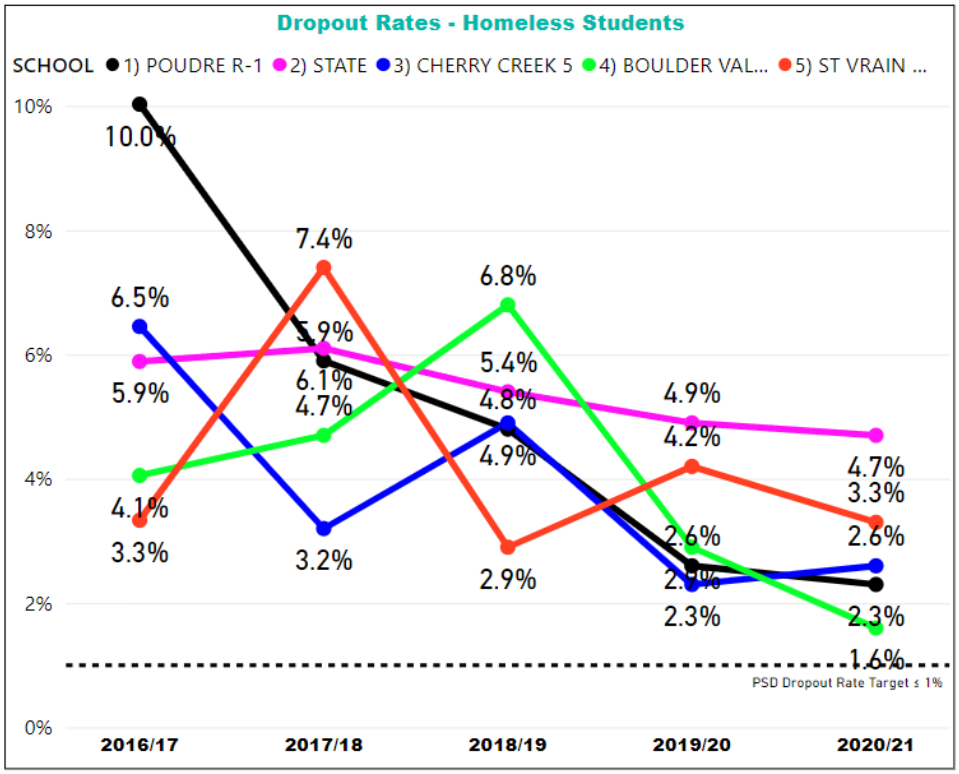
For Latinx students, the PSD dropout rates have declined in recent years, are below statewide rates, are similar to comparison districts, and yet are higher than dropout rates for the PSD student population as a whole.



Dropout rates among students supported with an IEP have consistently declined from 2.4% in 2016/17 to 0.8% in 2020/21. This dropout rate for students supported with an IEP is the lowest rate among our comparison districts.



The 2020/21 dropout rate associated with PSD English language learners jumped from 1.5% to 4.3%.

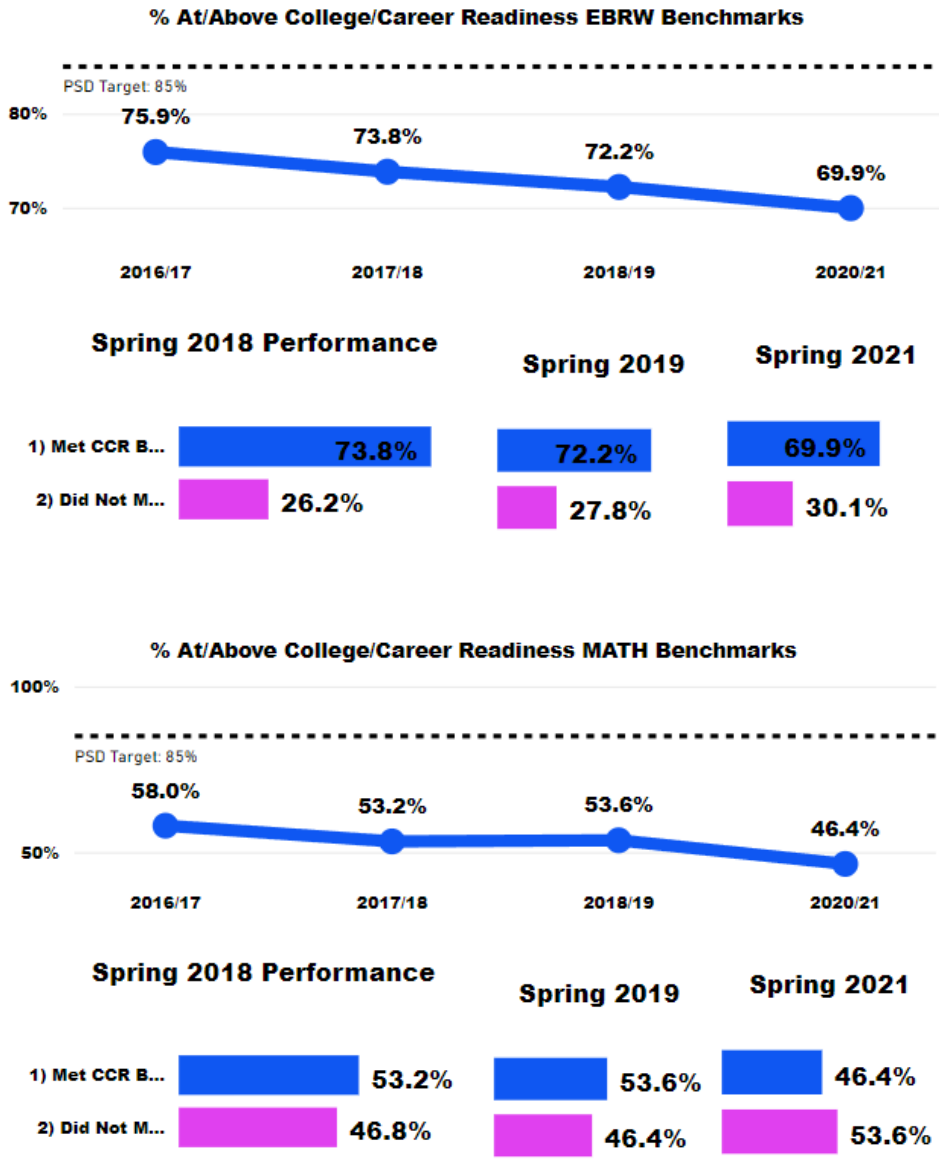


For Homeless students, PSD has had a decreasing droupout trend, have rates well below the state overall, and are among the lowest of our comparison doistricts as well. PSD has a very committed group of Family Liasons that work hard on behalf of these students. One has to wonder if these positive trends and outcomes are a reflection of that dedicated effort on top of the supports all PSD staff provide. The Family Liason role is a great example of sustained and targeted “Additional Support” in PSD.

10) College Readiness Target: ≥ 85% of PSD students will meet or exceed SAT college readiness benchmarks in Evidence Based Reading and Writing (EBRW); and in Math.

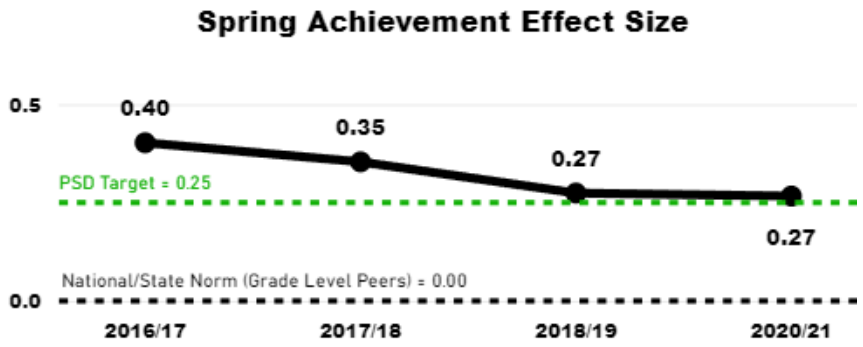
Met Target in 2020/21? No, and rates have been declining. Recall there is no SAT from the CDE in 2020.

A few highlights are provided below, to interact with a data visualization tool that displays achievement and growth data associated with SAT outcomes please click ACHIEVEMENT and GROWTH.



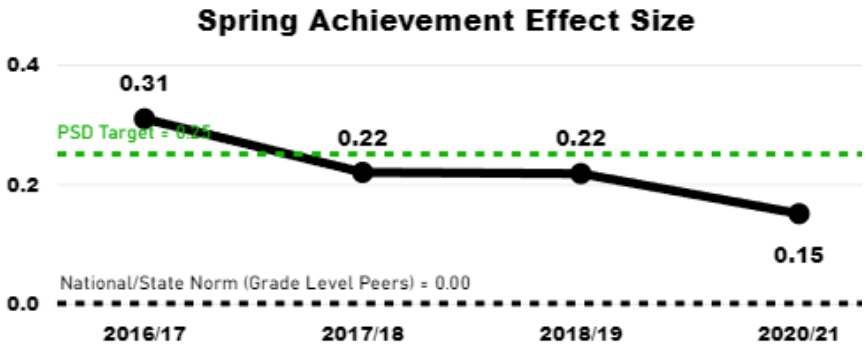
PSD SAT EBRW Effect Size (average z-score): All Students

It is also reasonable to ask how PSD students have been doing compared to other students statewide. Looking at z-scores rolled up to an effect size metric using averages we see PSD students exceed Colorado outcomes by 1/4 to 1/3 of a standard deviation unit for EBRW, although we can also see that college readiness as measured by SAT has been declining prior to COVID-19. Keep in mind that this metric provides an understanding of achievement relative to statewide peers.



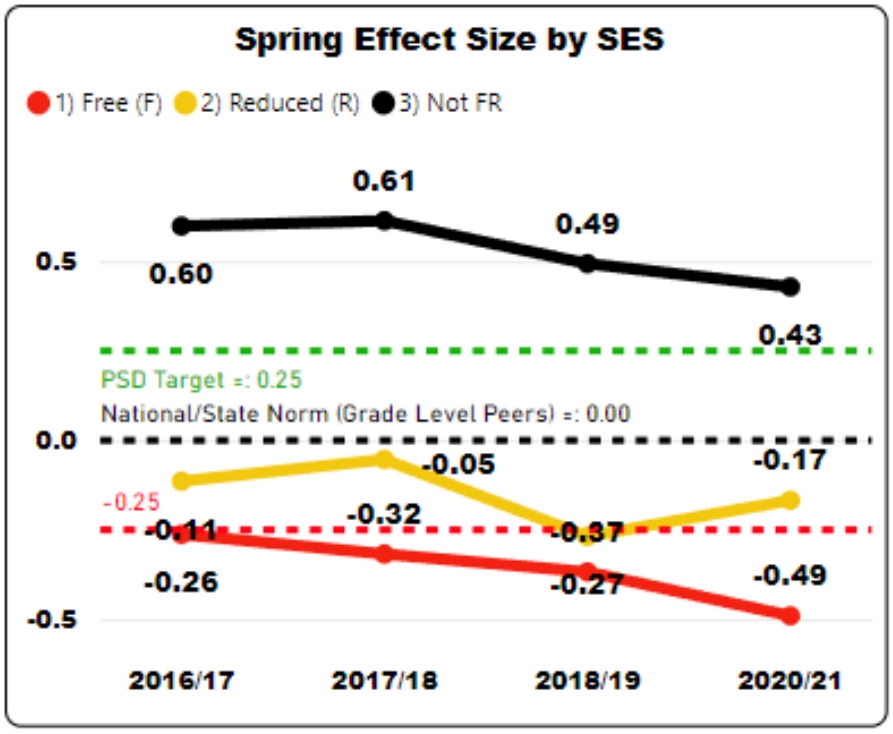
PSD SAT MATH Effect Size (average z-score): All Students

Math outcomes reflect a high level of achievement, yet lower than we see in EBRW and declining in recent years.

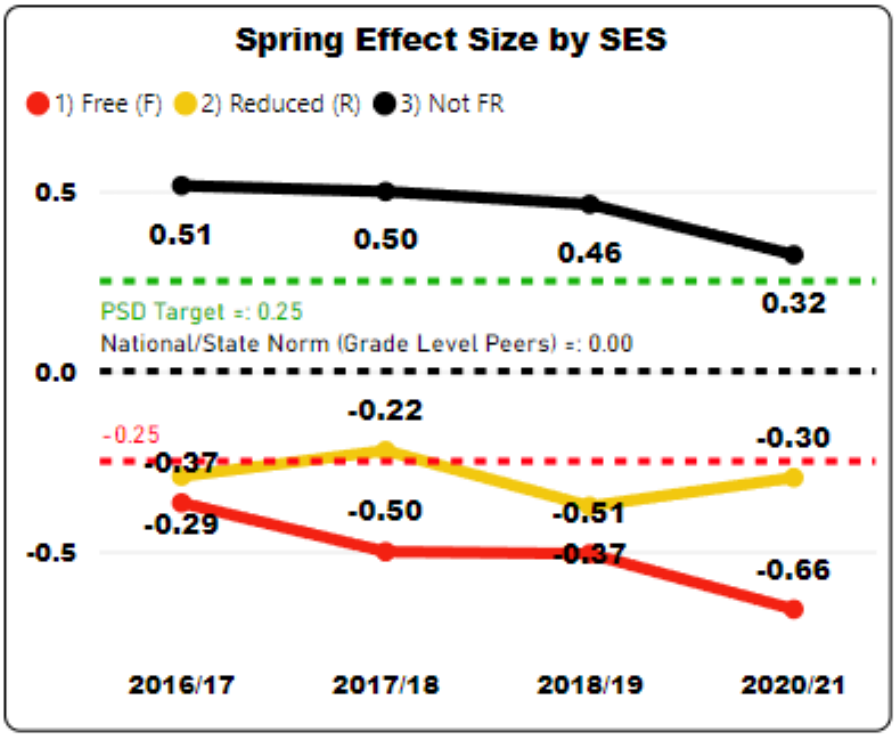


Investigating historical gaps, we see the following compared to ALL students statewide. Performance gaps exist by ethnicity and socio-economic status. These are gaps relative to who PSD students will collaborate/compete with in their future careers.

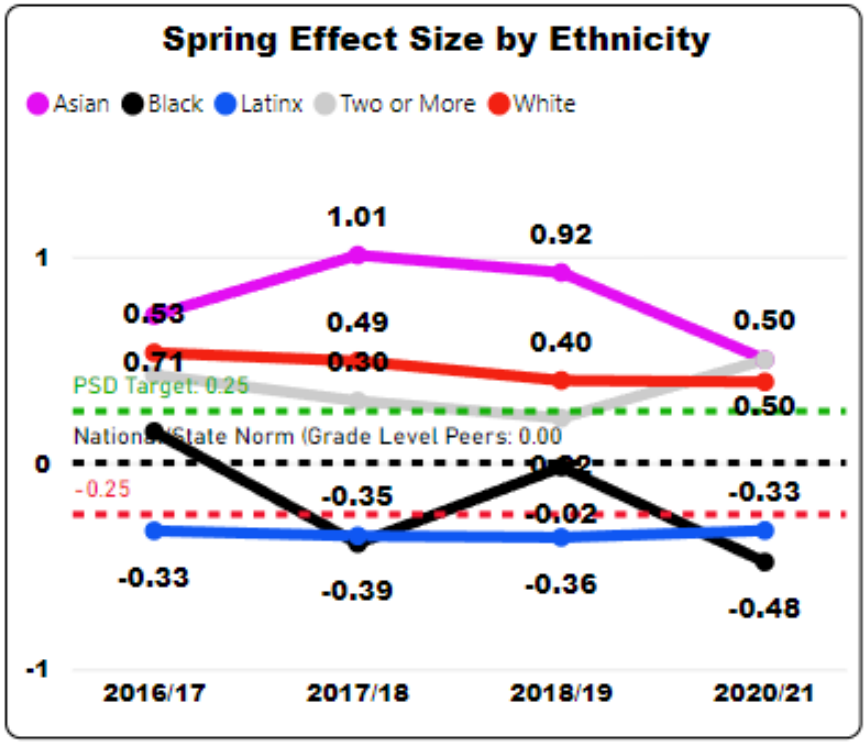
PSD SAT EBRW Effect Size (average z-score): Free/Reduced Meal Eligibility



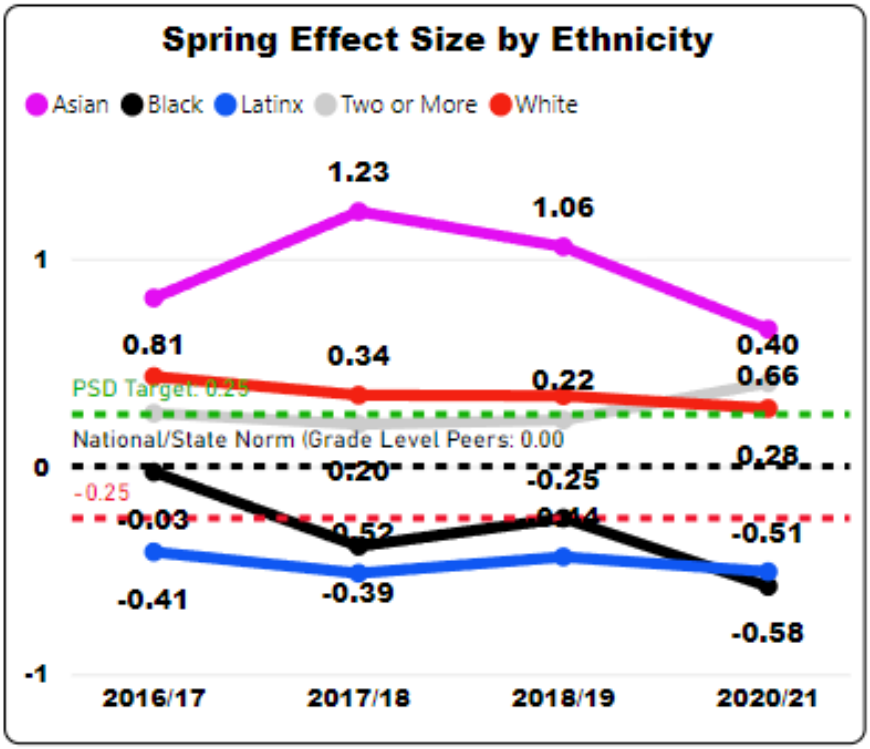
PSD SAT MATH Effect Size (average z-score): Free/Reduced Meal Eligibility



PSD SAT EBRW Effect Size (average z-score): By Ethnicity



PSD SAT MATH Effect Size (average z-score): By Ethnicity



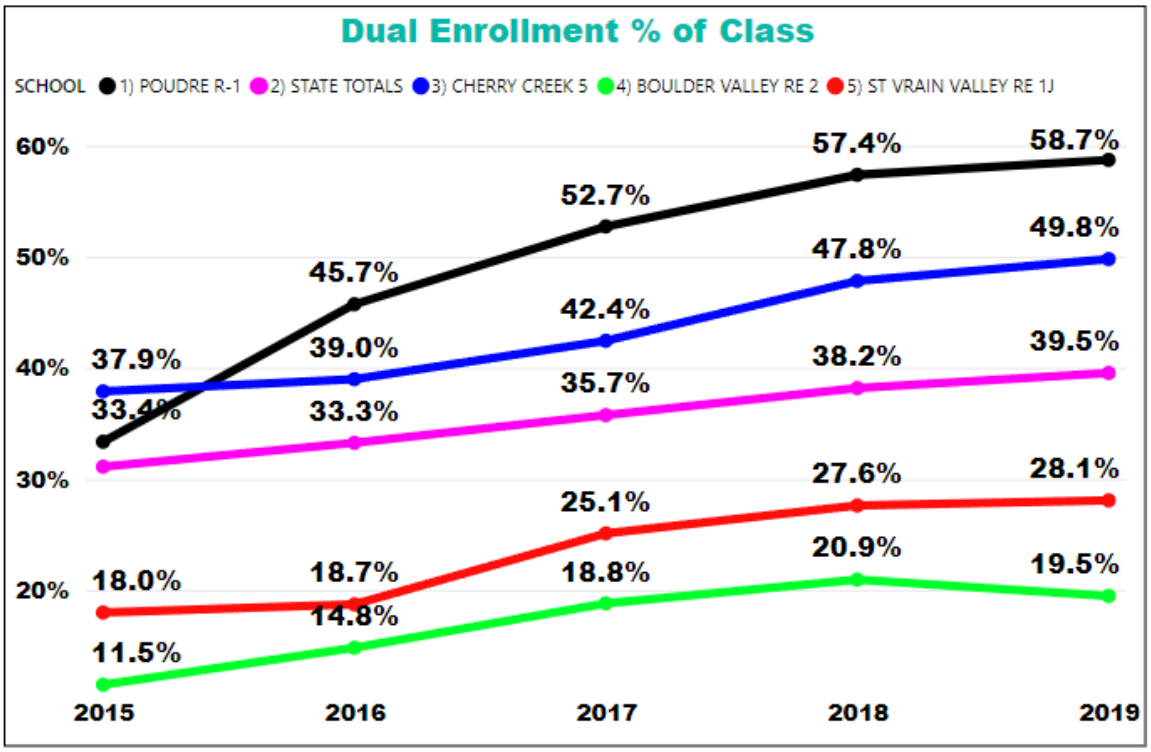
Looking at disproportionality patterns in postsecondary course and concurrent enrollment participation may add a layer of insight to the disproportionalities evident in the SAT data just reviewed above.

11) Concurrent PWR Experience: ≥ 50% of PSD students have a Dual Enrollment or Career and Technical Education experience, as measured by the CDE, prior to graduating from high school.

Met Target in 2020/21? Yes, 58.7% of the latest PSD graduating class for whom data is available (2019) had a Dual Enrollment experience. This is one area PSD exceeds our comparison districts.

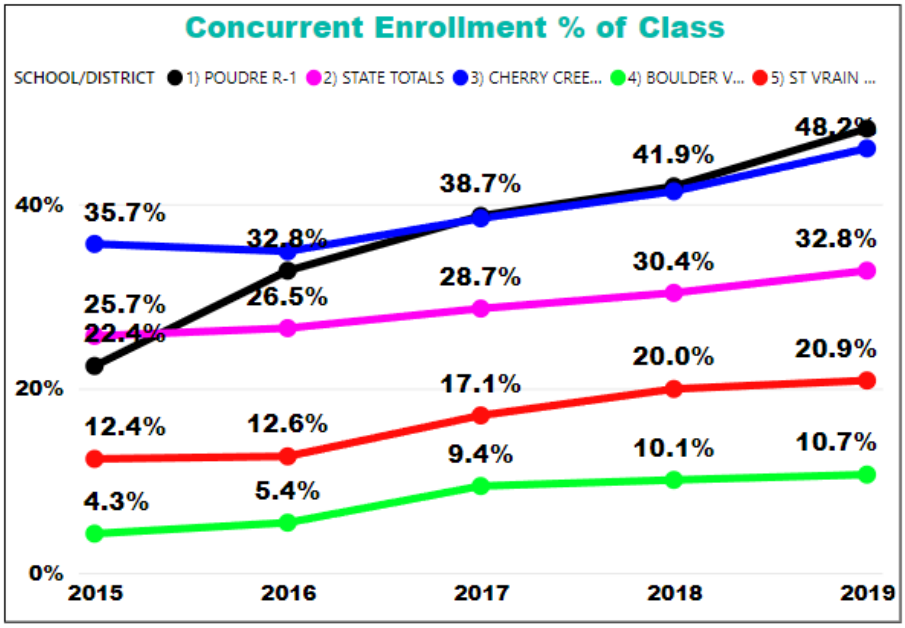
A few highlights are provided below, to interact with a data visualization tool that displays data associated with Dual Enrollment, Concurrent Enrollment, and Career and Technical Education (CTE) please click POSTSECONDARY OUTCOMES.

Tuition-free, Dual Enrollment programs provide high school students with the opportunity to enroll in college-level courses and earn high school and college credit. Nearly 40% of Colorado high school graduates participate in the state's Dual Enrollment program.

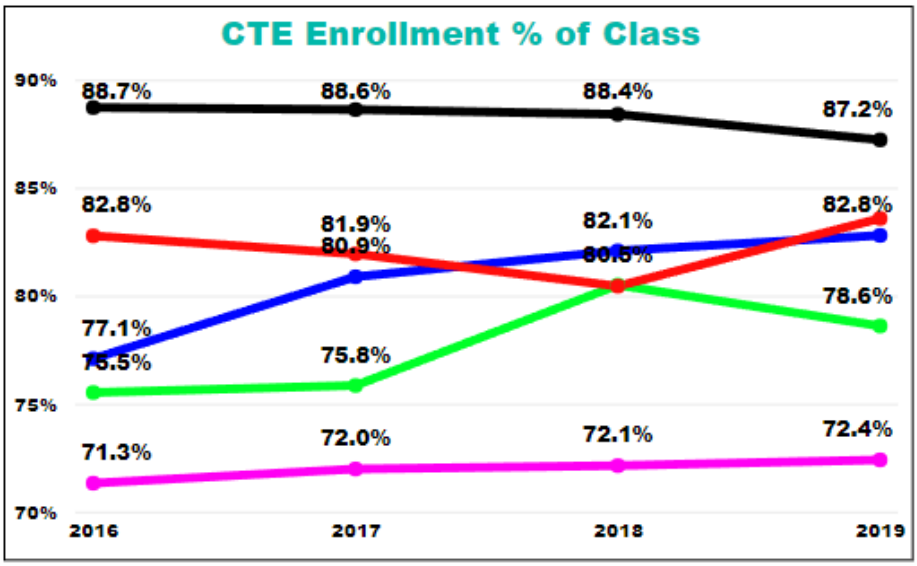


PSD graduating classes have grown in their Dual Enrollment numbers at a faster rate than the state overall and our comparison districts over the past 5 years. Surpassing Cherry Creek with the Class of 2016 and maintaining a healthy lead through all subsequent years. Concurrent Enrollment is the largest component of the Dual Enrollment program statewide and we can see that PSD leads in Concurrent Enrollment as well as Career and Technical Education (CTE).

Colorado's Concurrent Enrollment (CE) program, established by the state Legislature in 2009, is still the most popular choice among Dual Enrollment programs for the fifth year in a row.

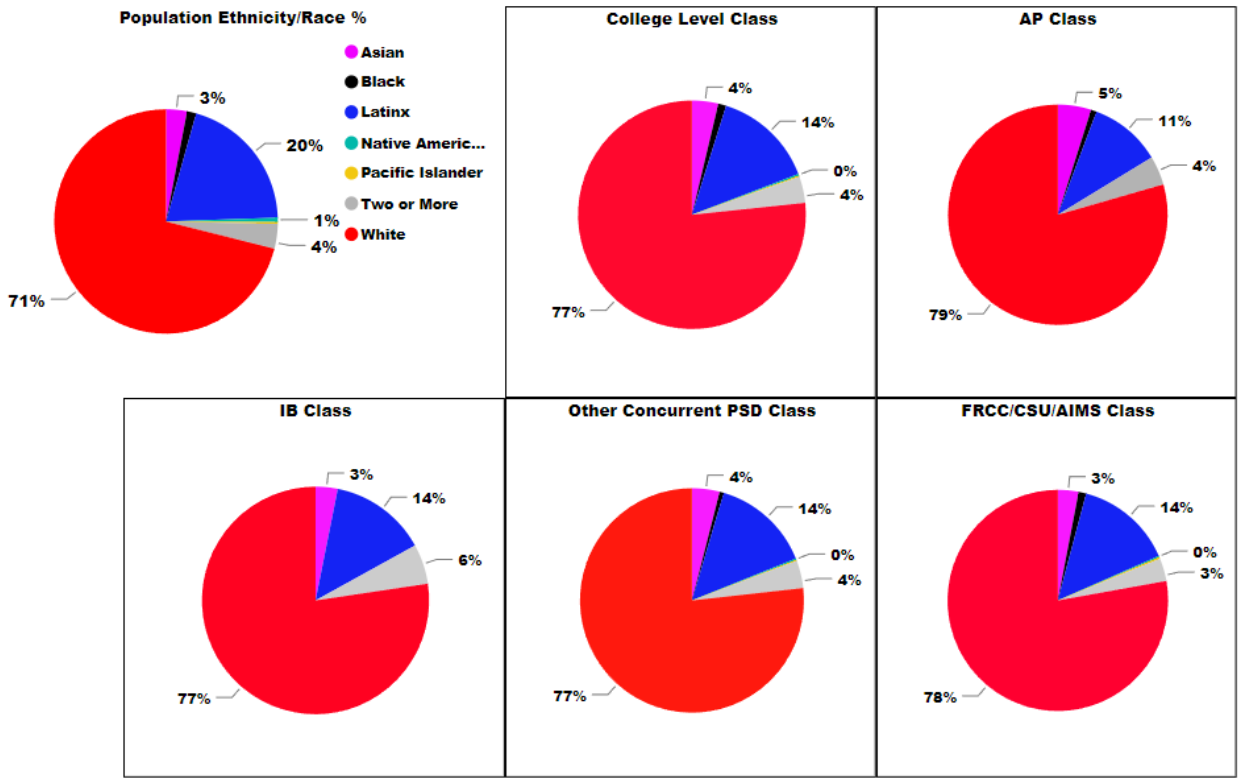


Career and Technical Education (CTE) bridges the gap between high school and postsecondary plans. CTE programs include career skills training that helps students become ready for college or work. CTE curriculum focuses students on academic, employability, and technical skills used in specific occupations.

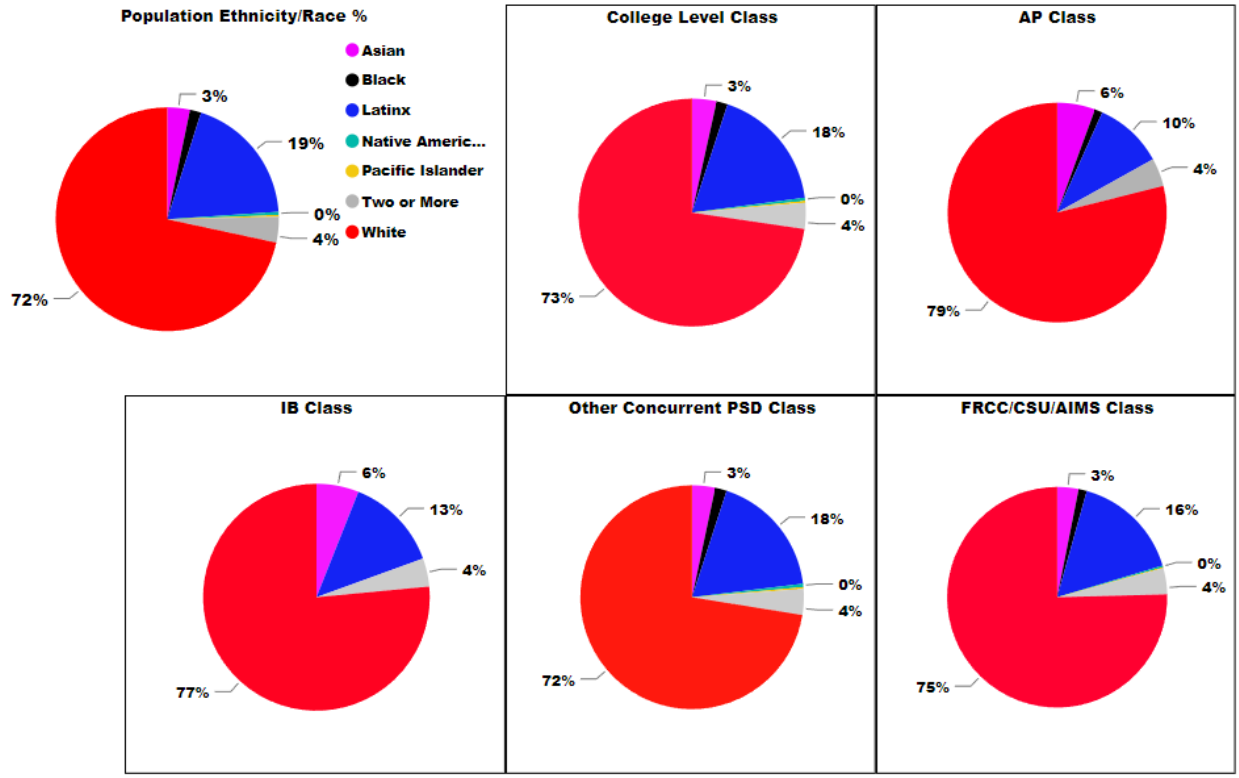


PSD postsecondary opportunities available while still in high school show enrollment disproportionalities by ethnicity for our 11th and 12th grade students. This has been a persistent pattern in PSD historically. In the illustrations below, smaller surface areas in opportunity pie graphs relative to those of the population pie graph, indicate disproportionalities that are not favorable to the ethnic group.

2020/21 Opportunity Enrollment by Ethnicity Grades 11 and 12



2019/20 Opportunity Enrollment by Ethnicity Grades 11 and 12



12) AP/IB Performance Target: AP/IB scores higher than national outcomes. Test statistics by course > 1.65 (indicates student performance significantly higher than national outcomes).

Met Target in 2020/21? No, 26/33 AP exams do exceed national means and this result is statistically significant, while 10/15 of IB exams do exceed international means, and while this is a positive IB result it is not statistically significant.

Comparisons between PSD averages and the national/international means provide evidence that our AP/IB students are performing at high levels on AP and IB exams. PSD conducts 1-tailed one-proportion significance tests to see if the favorable PSD outcomes in terms of proportion of exams that exceed national/international outcomes are significant. Statistical significance simply indicates that the PSD outcomes are far enough above national/international mean outcomes, that the differences are not likely due to chance alone. Something systematic is probably influencing the PSD outcomes. These data do not tell us what that systematic influence is. Green cells highlight subject tests where PSD mean outcomes are higher than national/international mean outcomes. Yellow cells highlight subject tests where PSD mean outcomes are lower than national/international mean outcomes. The AP outcomes test statistic is 3.3 (p-value 0.00047) for the indicated hypothesis test. The IB outcomes test statistic is 1.29 (p-value 0.098). Using the traditional alpha value of 0.05 to conduct the hypotheses tests, outcomes for the AP exam are statistically significant, the IB outcomes are not. The null hypothesis is that there is a 50:50 split on whether PSD outcomes exceed, or not exceed, the national/international mean outcomes by subject.

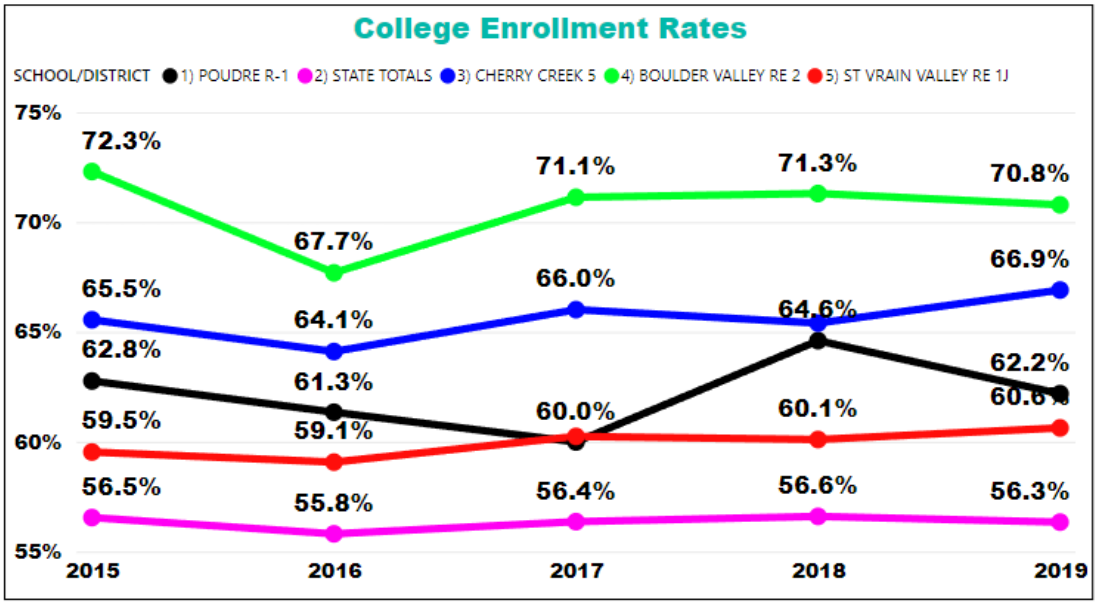
AP SUBJECT (N-Count >=5)	Number of Exams	PSD Mean	National Mean
2-D Art and Design	44	3.57	3.42
3-D Art and Design	6	3.67	3.09
Biology*	66	3.52	2.83
Calculus AB	38	2.74	2.77
Calculus BC	114	3.39	3.62
Calculus BC: AB Subscore	114	3.65	3.85
Chemistry	81	2.83	2.66
Chinese Language and Culture	9	4.78	4.11
Comparative Government and Politics	8	3.25	3.16
Computer Science A	23	3.00	3.12
Computer Science Principles*	41	3.61	2.99
Drawing	8	3.63	3.51
English Language and Composition*	368	3.26	2.86
English Literature and Composition*	101	3.17	2.47
Environmental Science*	75	3.57	2.67
French Language and Culture	19	2.79	3.13
German Language and Culture*	20	2.45	3.09
Human Geography*	307	3.23	2.69
Macroeconomics	46	3.15	2.74
Microeconomics	40	3.30	2.96
Music Aural Subscore	5	3.80	3.04
Music Non-Aural Subscore	5	4.20	3.03
Music Theory	5	4.00	3.04
Physics 1	48	2.52	2.41
Physics 2	7	2.43	3.06
Physics C: Electricity and Magnetism*	18	4.11	3.45
Physics C: Mechanics	21	3.90	3.38
Psychology	129	2.73	2.71
Spanish Language and Culture	90	3.49	3.41
Statistics*	52	3.44	2.85
United States Government and Politics*	102	3.10	2.62
United States History	249	2.59	2.52
World History: Modern*	50	3.18	2.71

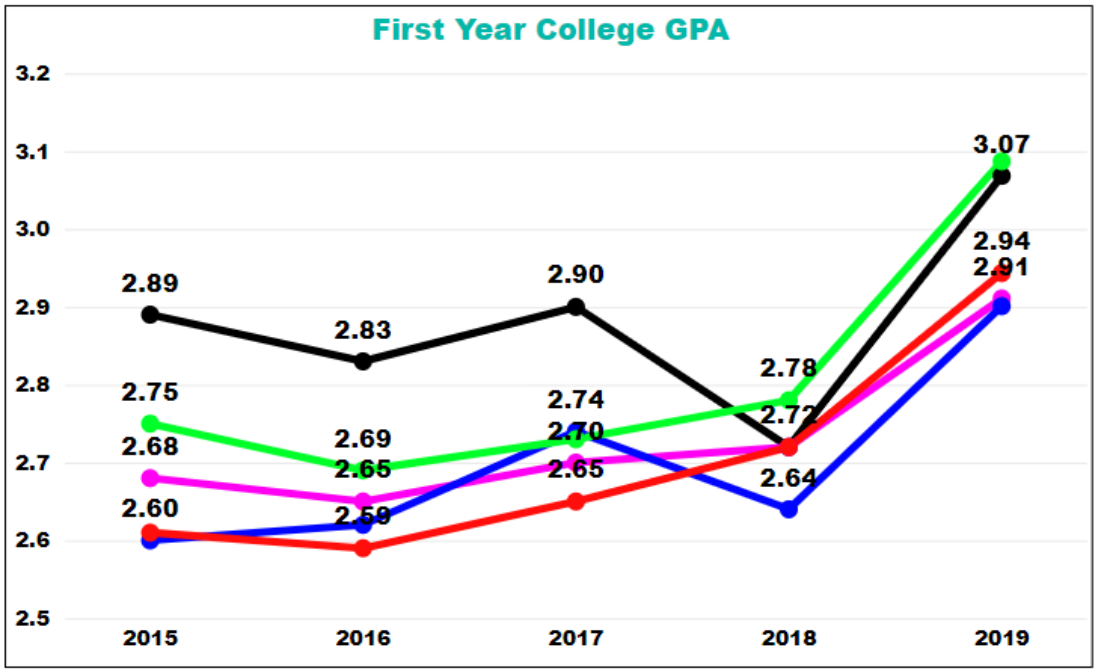
IB SUBJECT (N-Count >=5)	Number of Exams	PSD Mean	National Mean
ENGLISH A: Literature HL	61	5.32	4.86
FRENCH B SL	10	4.60	5.21
SPANISH B HL	10	6.00	5.89
SPANISH B SL	41	5.55	5.28
ENV. AND SOC. SL in ENGLISH	24	5.04	4.68
HISTORY AMERICAS HL in ENGLISH	61	5.43	4.5
PSYCHOLOGY HL in ENGLISH	19	6.00	5.29
PSYCHOLOGY SL in ENGLISH	9	5.44	5
BIOLOGY HL in ENGLISH	19	5.26	5.03
COMPUTER SC. SL in ENGLISH	36	4.80	5.35
PHYSICS SL in ENGLISH	12	6.00	4.91
MATHEMATICS ANALYSIS AND APPRO HL	13	5.38	5.44
MATHEMATICS ANALYSIS AND APPRO SL	22	5.18	5.18
MATHEMATICS APPLICATIONS AND I SL	33	5.19	4.76
VISUAL ARTS HL in ENGLISH	7	4.43	4.56
VISUAL ARTS SL in ENGLISH	7	4.71	4.24

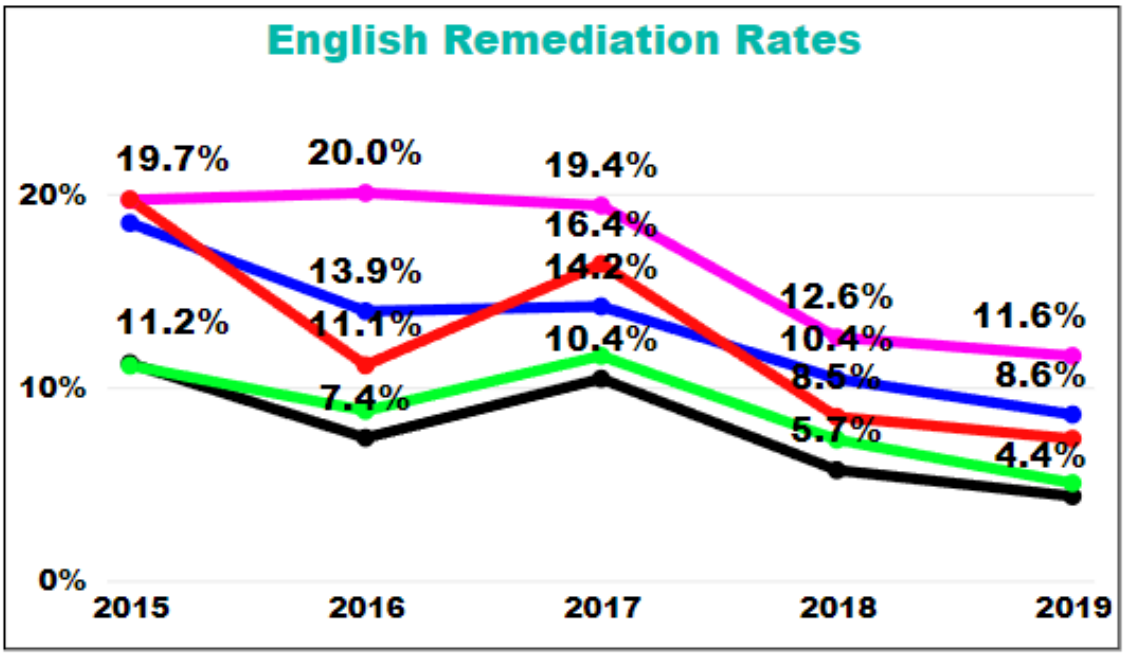
13) Postsecondary Outcomes Target: All rates better than related rates for Colorado.

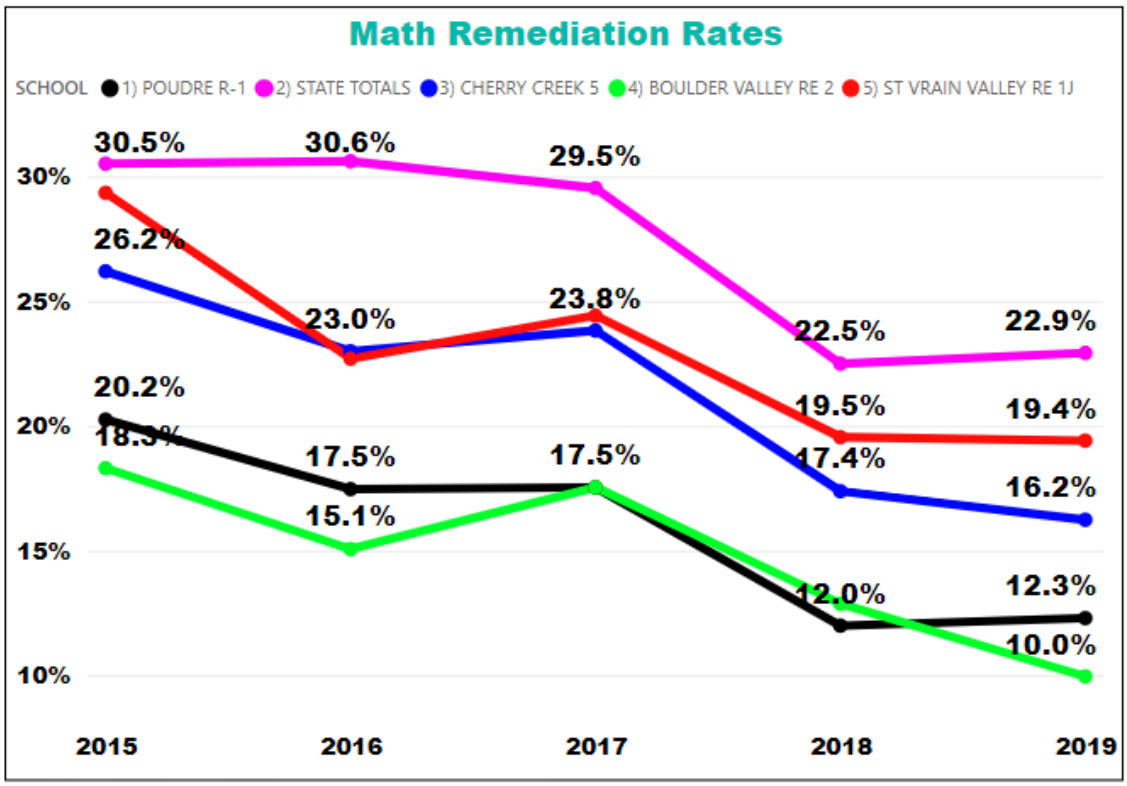
Met Target in 2020/21? Yes. The Class of 2019 is the latest cohort for which the Colorado Department of Higher Education (CDHE) has released postsecondary data. Based on all 6 postsecondary success measures, and for all graduating classes (2009-2019) for which PSD and State data are available, PSD has consistently met this target. Every PSD graduating class from 2009 to 2019 has had higher enrollment rates, higher first year GPA, lower remediation rates in math and English, higher persistence into their second year of college, and higher rates of college graduation within four years.

A few highlights are provided below, to interact with a data visualization tool that displays data associated with postsecondary outcomes please click POSTSECONDARY OUTCOMES.



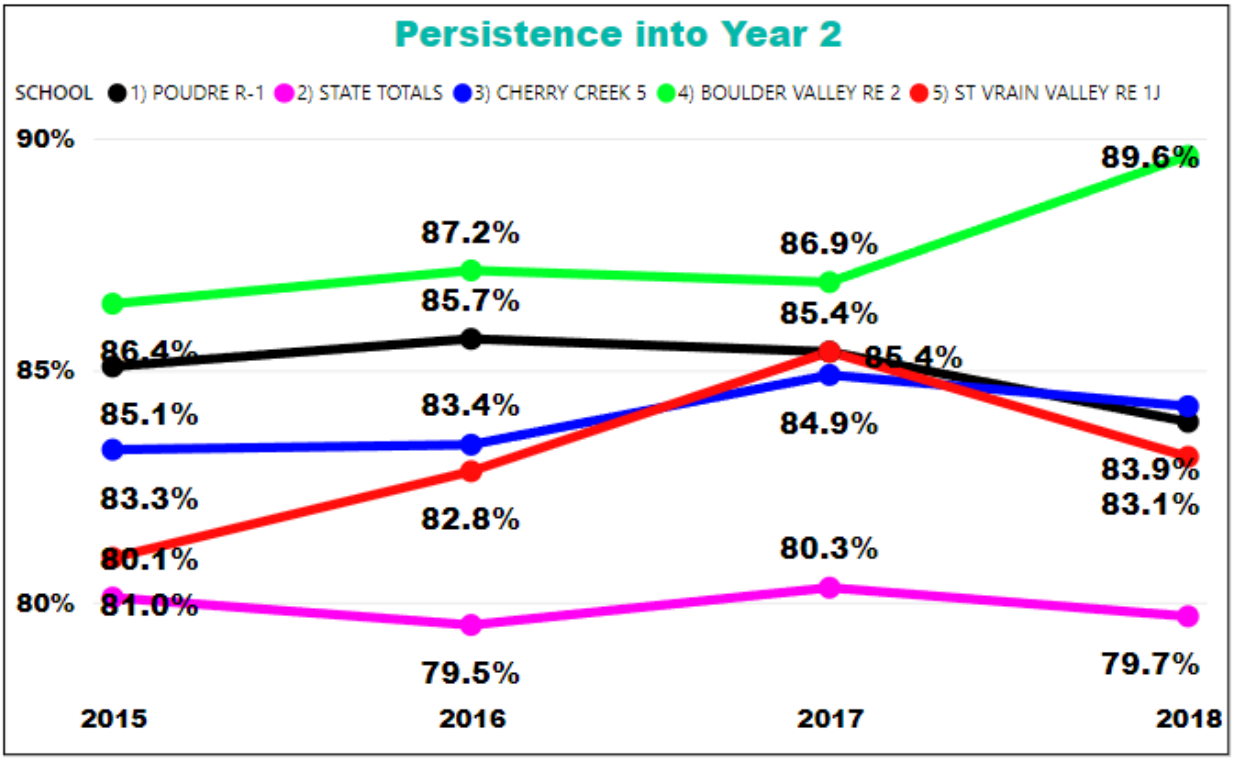


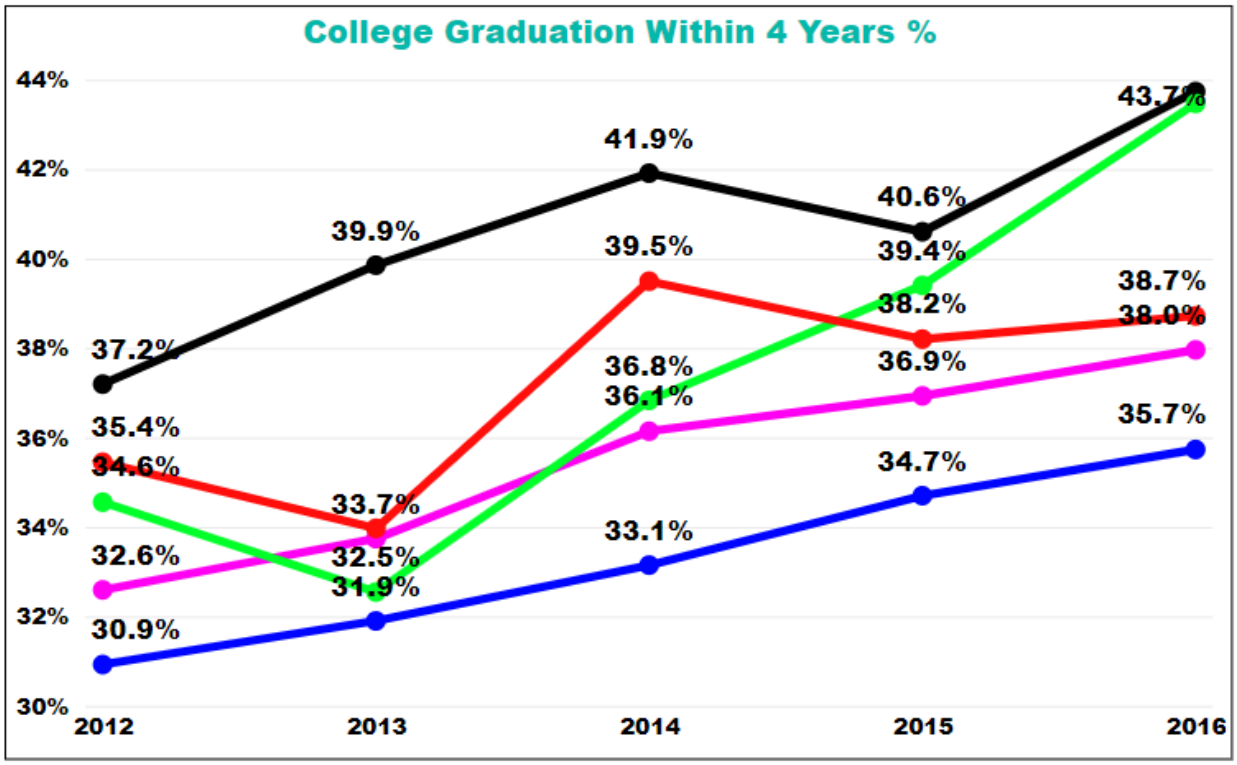




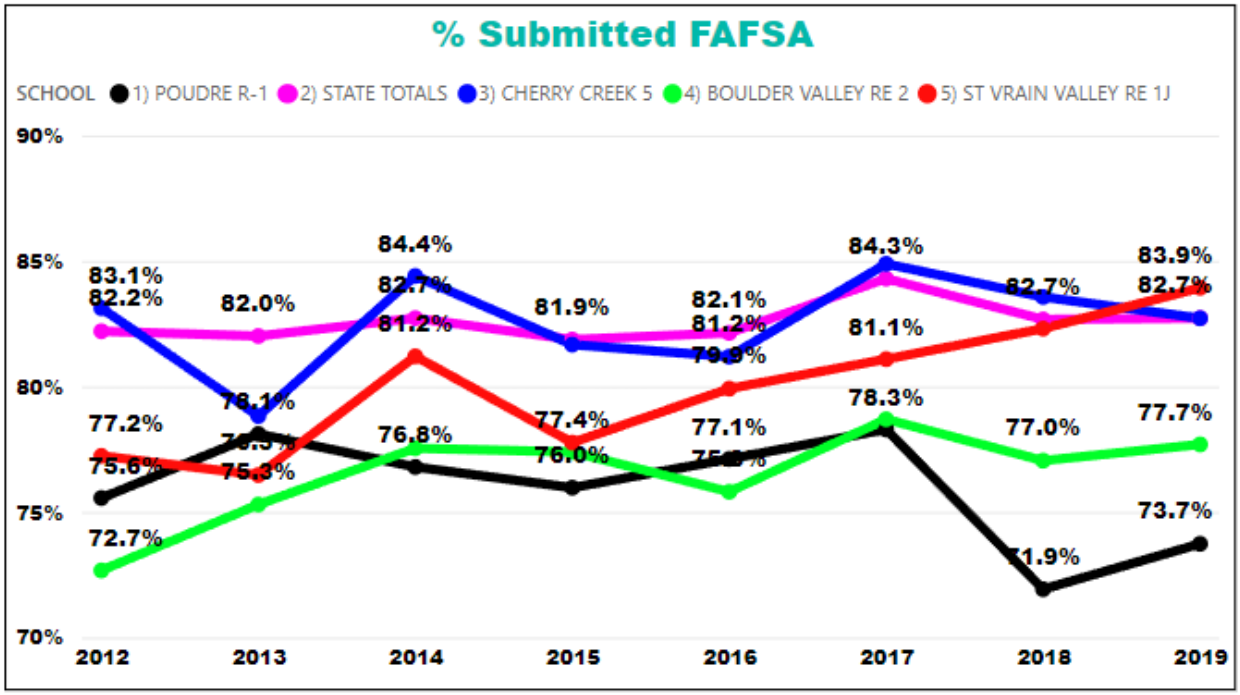
Low remediation rates indicated above align with the high SAT score averages that PSD 11th grade students earn year after year. Note that PSD graduation classes earn high first-year college GPA averages relative to our comparison districts over the past five years for which data is available. High first-year GPA data aligns with the indicators of high SAT score averages, high levels of Dual Enrollment and Career and Technical Education (CTE) enrollment, and low remediation rates in English and math for

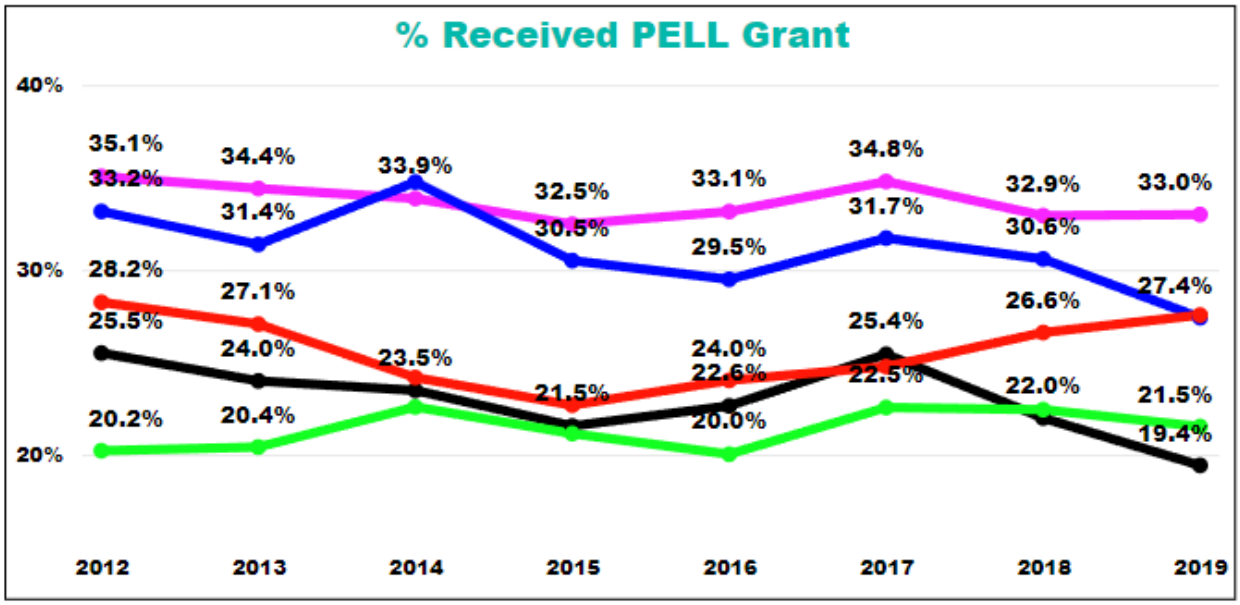
these same graduation classes. It appears from all indicators that PSD students are prepared as well or better than our comparison districts for their postsecondary experiences yet recall that our graduation rates substantially lag these same comparison districts.





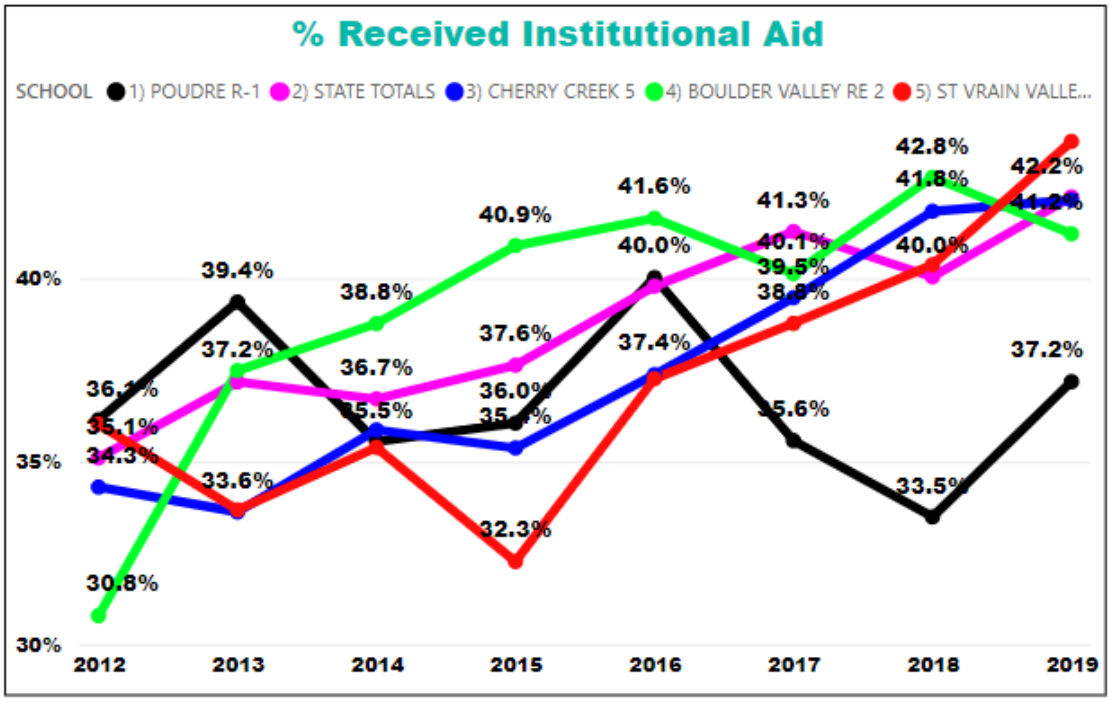
Persistence into year two of college, and college graduation within four years of starting, both align with all the other postsecondary indicators in the sense that PSD is a leader among our comparison districts and the state overall.

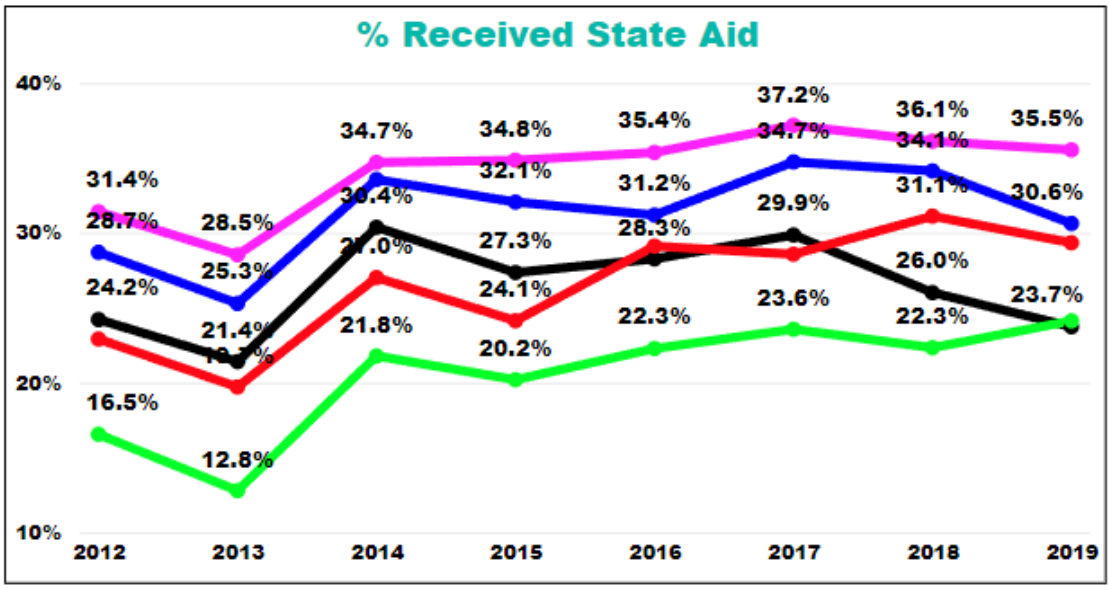




2021/22	STUDENT ENROLLMENT BY DISTRICT			
	PSD	St. Vrain	Boulder Valley	Cherry Creek 5
FREE/REDUCED MEAL %	27.0%	27.2%	20.2%	27.1%

Why are PSD FAFSA rates so low relative to our comparison districts when our Free/Reduced meal percentages are virtually identical? Is there an opportunity for PSD to provide better support?

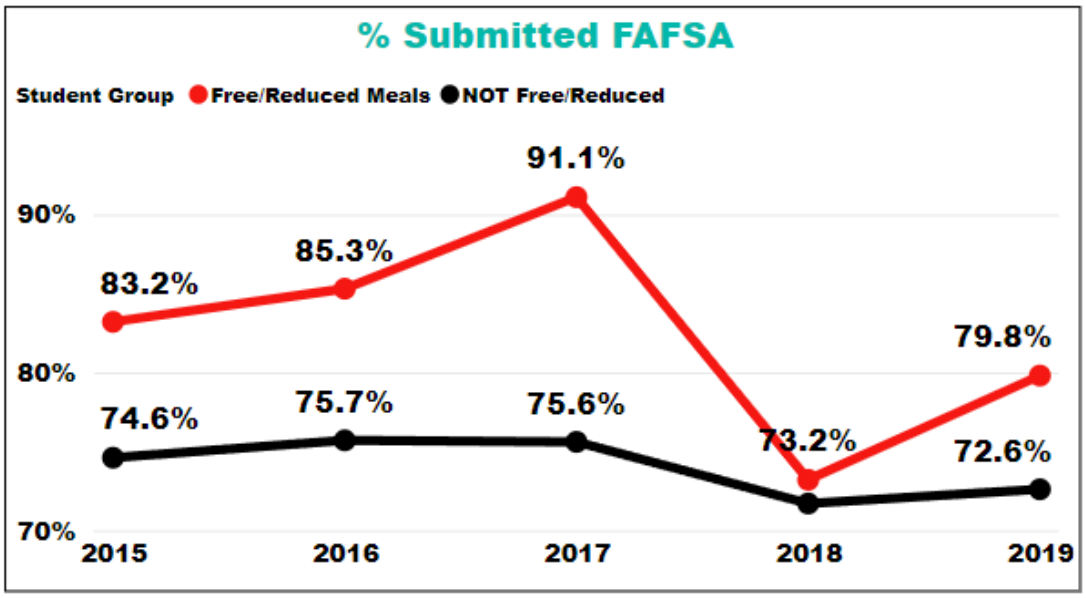




2021/22	STUDENT ENROLLMENT BY DISTRICT			
	PSD	St. Vrain	Boulder Valley	Cherry Creek 5
FREE/REDUCED MEAL %	27.0%	27.2%	20.2%	27.1%

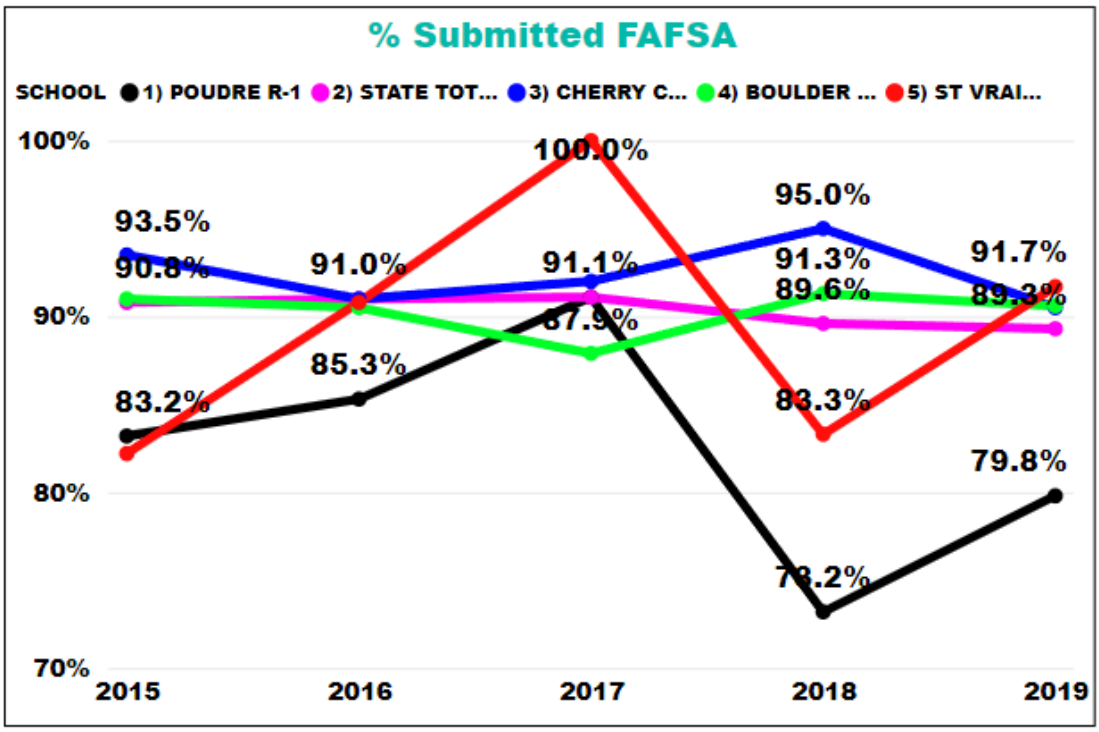
Why are Institutional and State aid rates low relative to our comparison districts when our Free/Reduced meal percentages are virtually identical? Is there an opportunity for PSD to provide better support to students throughout their college transition and/or is this associated with a smaller percentage of lower income students filling out the FAFSA form and enrolling in college? Where do PSD outcomes rank relative to our comparison districts regarding FAFSA and enrollment rates among students eligible for free or reduced meal prices?

PSD FAFSA Submission Rates by Free/Reduced Eligibility



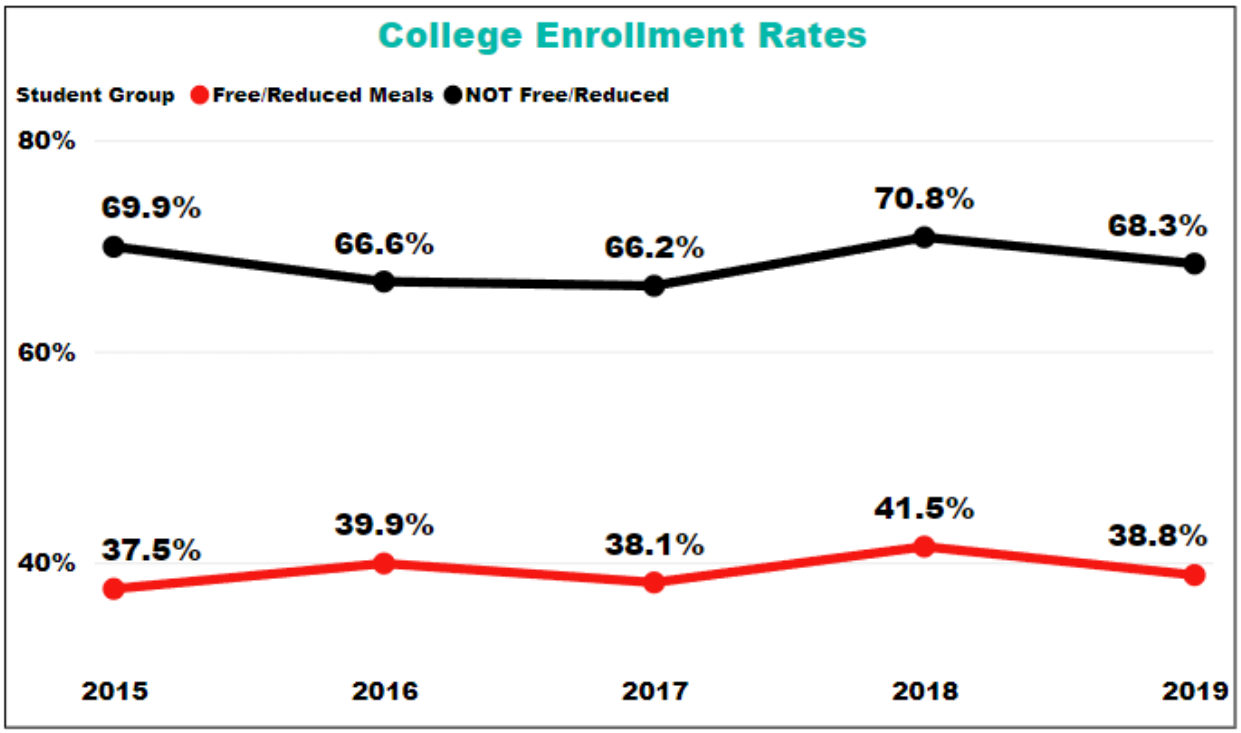
Why did PSD FAFSA rates drop for the free/reduced student classes of 2018 and 2019? Did other districts have similar rate drops? Where does PSD rates rank relative to other districts?

FAFSA Submission Rates for Free/Reduced Eligible Students Only

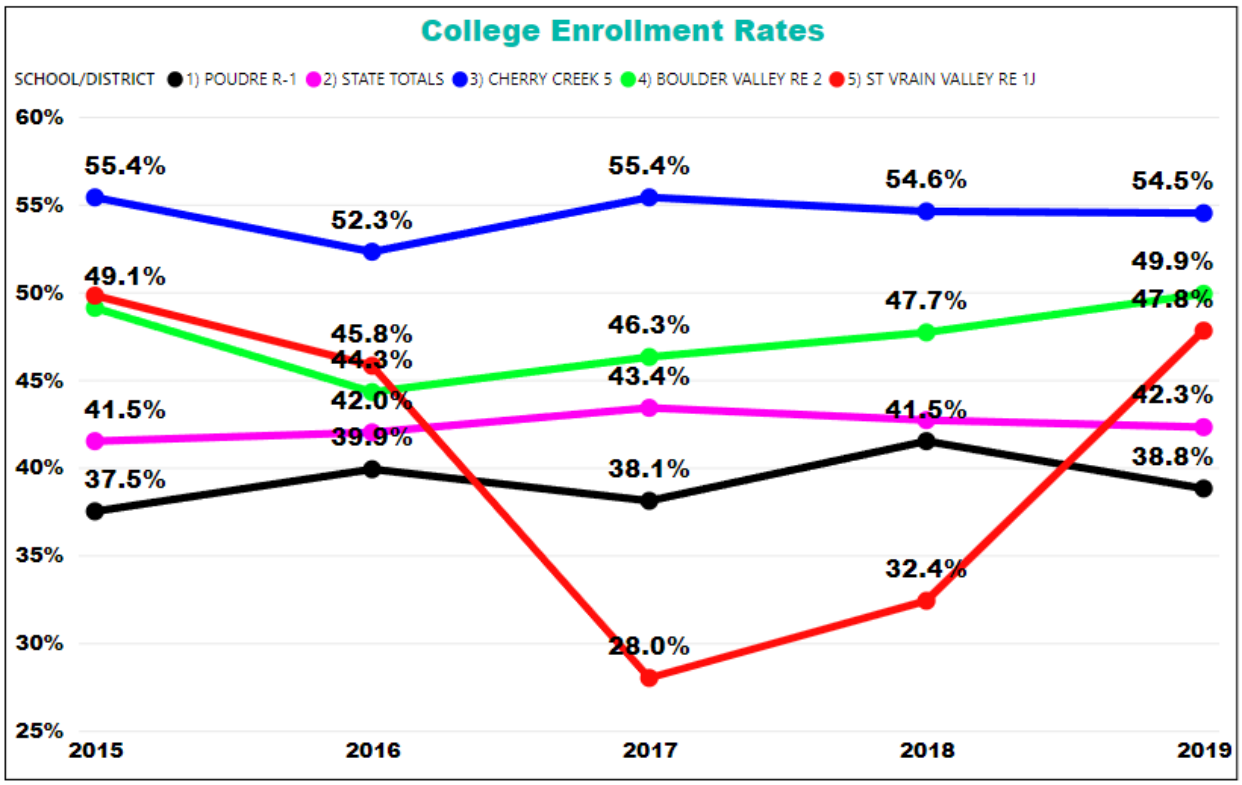


It appears PSD FAFSA completion rates have reduced and are lower than our comparison districts. Why do Saint Vrain and PSD share a strikingly similar pattern in FAFSA completion among Free/Reduced eligible students, whereas the State, Boulder and Cherry Creek do not?

PSD College Enrollment Rates by Free/Reduced Eligibility



College Enrollment Rates for Free/Reduced Eligible Only



PSD college enrollment rates for Free/Reduced eligible students are lower than our comparison districts.

14) Health and Wellness Target: (a) Key Healthy Kids Colorado Survey items directly related to the school environment are more favorable than the state's respective percentages, (b) SEL composite score from the Student Connection Survey exceeds 75% and has increased from the prior year, and (c) ≥ 65% of tested students meet recommended ranges on biometric screenings.

Met Target in 2020/21? No, based on the latest data available at this time which is from the 2019/20 Healthy Kids Colorado Survey. High school self-reported rates of having been in a physical fight in the past 12 months was the same as the state's rates. PSD met the target on the other six of seven items. The Social Emotional Learning (SEL) composite score district wide was 81.3% in fall 2021 (down from 82.2% in 2020, and up from the three years prior to 2020). Although the SEL composite score is above 75% for two consecutive years and appears to have increased relative to the prior three years, PSD is looking for consistent year-to-year increases. PSD had 64% of tested students meet recommended ranges on biometric screenings in 2020/21, the highest rate of all previous years, but missing target.

A few highlights are provided below, to interact with a data visualization tool that displays Social Emotional Learning (SEL) composite scores and subscale scores from the Student Connection Survey please click STUDENT CONNECTIONS with SEL MEASURES.

Academics are not the sole focus in PSD. For years, we've looked at how we can best support our students, so they are physically and mentally healthy, which in turn gives them the best opportunity to learn and grow. PSD will use data from three key sources to monitor student health and wellness outcomes; (1) Healthy Kids Colorado biannual survey, (2) PSD Student Connections Survey, and (3) direct measures of physical well being derived from our partnership with UC Health and the Healthy Hearts program.

The **Healthy Kids Colorado Survey (HKCS)** collects self-reported health information from Colorado public school students every other year. It is administered to students in randomly selected classrooms. The HKCS fall of 2019/20 PSD high school response rate was 40% (1,151 respondents) and the 2017 response rate was 44% (900 respondents). HKCS is supported by Colorado Department of Public Health and Environment (CDPHE), Colorado Department of Education (CDE), and Colorado Department of Human Services (CDHS). Please click Healthy Kids Colorado Survey to find additional information about the survey. Click here for PSD 2019 HKC High School Frequency Report or here for the 2019 HKC Middle School Frequency Report.

There are seven items for high schools that are related to school environments and can be appropriately included in the DE 1.0 Monitoring Report. Outcomes for PSD and the state of Colorado on these seven items are provided below. PSD percentages that met the target (more favorable) are shaded green. Cells are shaded yellow if PSD was less favorable and grey if the percentages were identical.

Healthy Kids Colorado Survey Key Items Related to School

Level	Students who...	PSD 2019	State 2019	PSD 2017	State 2017
High School	Think it's important to go to college/continue education	94.4%	88.9%	92.5% *	89.3%
	Have an adult to go to for help with a serious problem	79.1%	72.7%	79.5% *	73.5%
	Skipped school at least 1 day in last month	21.4%	25.9%	21.0%	22.8%
	Been in a physical fight in past 12 months	19.9%	19.9%	15.9%	18.0%
	Been bullied on school property in past 12 months	16.2%	16.6%	19.4%	18.6%
	Participate in extracurricular activities	75.7%	67.3%	75.9% *	68.2%
	Played on at least one sports team in the past 12 months	64.1%	59.0%	58.0%	60.6%

An asterisk (*) indicates a statistically significant difference between your district and the state for 2017 outcomes.

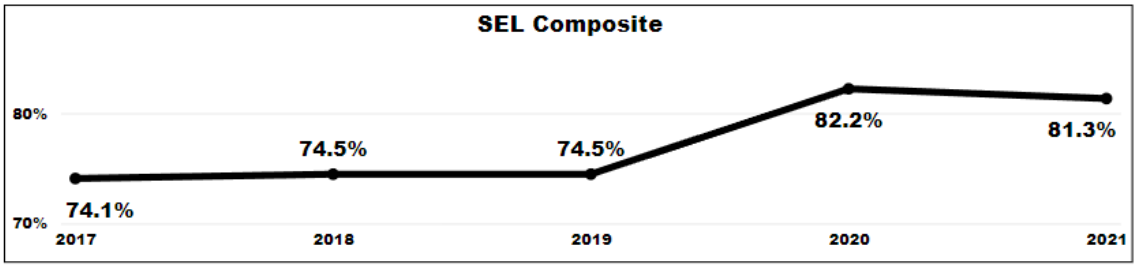
Also included in this Monitoring report for awareness building (i.e., no targets are set on these outcomes) are four additional key risk behavior questions. The "considered suicide" item response is of particular concern for PSD as this higher self-reported rate coincides with county data indicating high rates of risk in Larimer County.

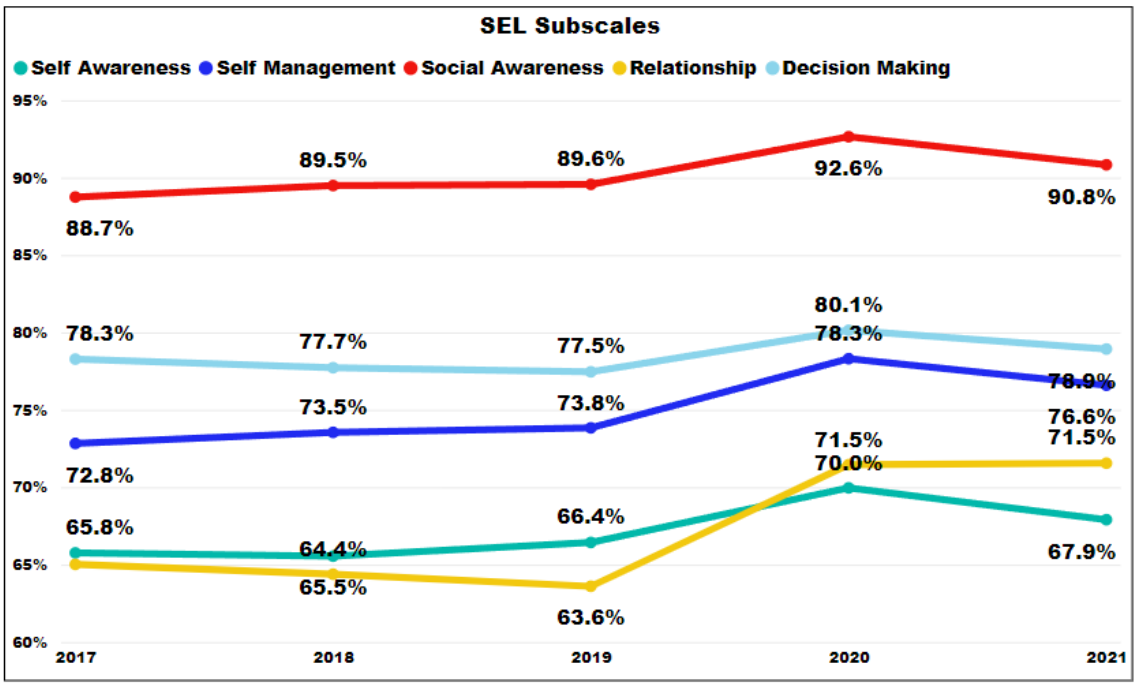
Healthy Kids Colorado Survey Key Substance Abuse Behaviors and Suicide Risk

Level	Students who…	PSD 2019	State 2019	PSD 2017	State 2017
High School	Used electronic vapor product 1+ days in past 30 days	21.8%	25.9%	30.8% *	27.0%
	Drank alcohol in past 30 days	27.3%	29.6%	29.3%	28.7%
	Used marijuana in past 30 days	17.1%	20.6%	18.6%	19.4%
	Considered suicide in the past 12 months	17.9%	17.5%	14.4% *	17.0%

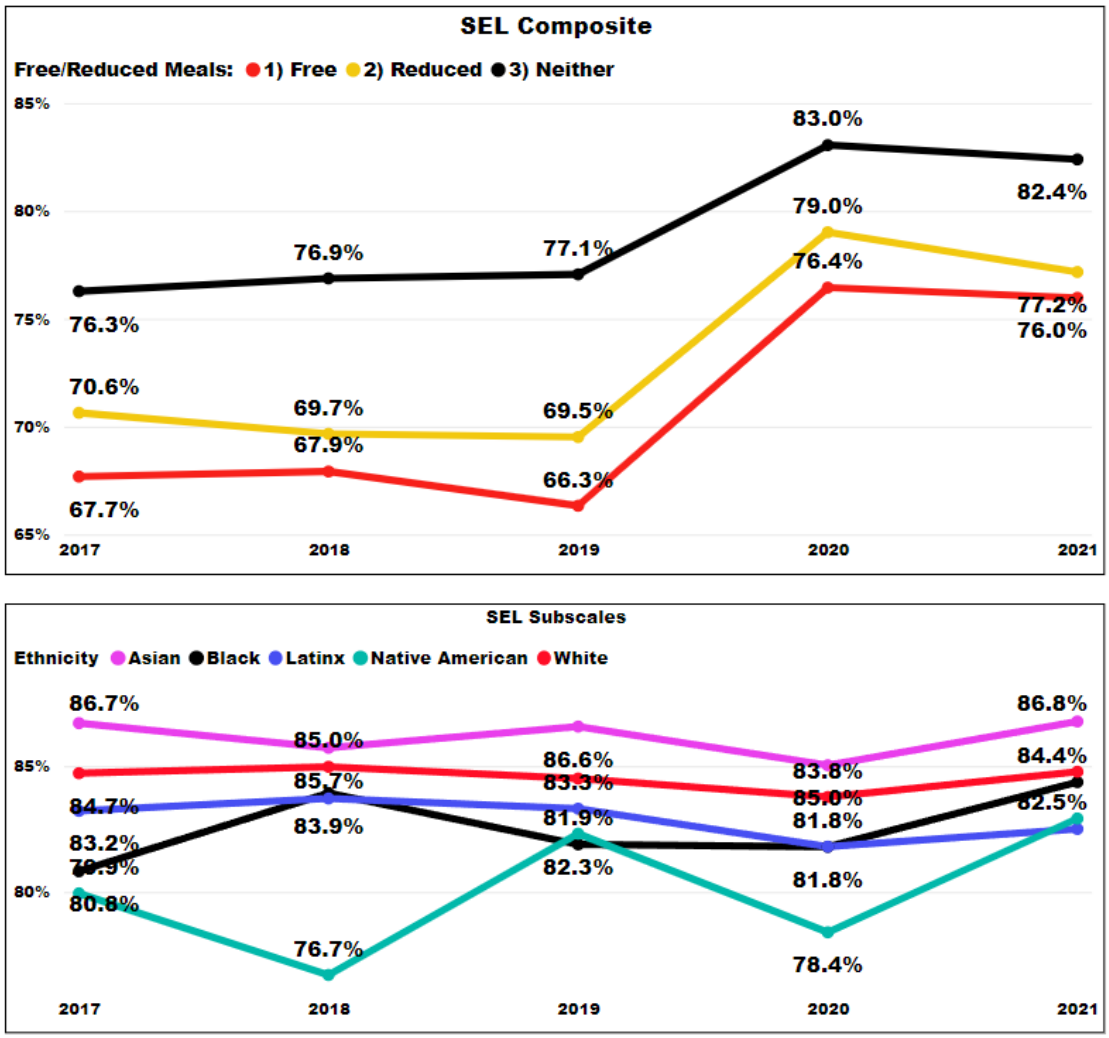
An asterisk (*) indicates a statistically significant difference between your district and the state for 2017 outcomes.

Monitoring **Social Emotional Learning (SEL)** measures from the **Student Connections Survey** over the past several years provides PSD with a set of metrics with which we can monitor the impact of our UIP action steps, and the financial resources targeted toward supporting Social Emotional Learning competencies. In 2021/22 the Social Emotional Learning (SEL) composite score district wide was 81.3% (down from 82.2% in the fall of 2020, and up from 74.5% in 2019/20), exceeding 75% for the second time in five years of tracking these data. The SEL outcomes for 2021/22 and 2010/21 are the highest two scores we have experienced since the tracking of these data began in 2017/18.





There are clear and persistent patterns in self-reported SEL competencies by socio-economic status and ethnicity.



The third indicator of student wellness included in this report is the percent of PSD students that have biometric data which falls within the recommended ranges for BMI, blood pressure, and cholesterol. These metrics are gathered from PSD students that participate in Healthy Hearts, a longstanding UC Health and PSD partnership. Approximately 64% of the 944 students who took advantage of free biometric screenings met the recommended ranges in 2020/21. This represents a 7-percentage-unit increase over the 2019/20 value and is a five-year high value since PSD began collecting this information. Past year results have been stable at 57% (n=2,149), 59% (n=3,271), 57% (n=3,016), and 59% (n=2,860) for 2019/20, 2018/19, 2017/18, and 2016/17 respectively. PSD will track this direct measure of student health over time to provide an indicator of physical health. Healthy Hearts provides PSD with our best source of student-level physical health data combined with proactive in-class health education support. Breaking the barrier of 60%, with a target of 65% may be reasonable. Thank you, Healthy Hearts! your collaboration is greatly valued and appreciated.

Success in a Changing World

PSD students are prepared for college and workforce success. PSD ensures access and encourages participation in a wide range of experiences that reflect expectations of a changing world.

As PSD prepares students for success in a changing world, we develop student awareness of exciting possibilities through career exploration and access to creative learning spaces. The following stories provide examples of these efforts throughout the 2020/21 school year. Many indicators of preparation for college and workforce success are available in the Foundations for Success section (AP/IB/PWR outcomes, SAT outcomes, Postsecondary outcomes, SEL outcomes, etc.) of this Monitoring Report. The following information is intended to provide a fuller picture of the student experience in PSD and how these experiences prepare students for success in a changing world. There are too many diverse pathways to success within the PSD experience to capture them all in this section of the Monitoring Report DE 1.0 so we will just provide a sampling and hope the stories below express the greatness our students bring forth every day in PSD.

PHS business class takes a hands-on experience to learning by creating escape rooms

A Poudre High School business leadership class offers an innovative hands-on approach for students to learn business while also inspiring creativity. The class creates and runs escape rooms.

An escape room is a themed room in which people must find hidden clues and solve puzzles to successfully escape. In the PHS class, students do everything from creating the adventures and building the rooms to marketing them, which once completed are open for public fun.

PHS business teacher and DECA advisor Jeremy Johner teaches and facilitates the process with the 22 students in his class who recently finished a "bank heist" escape room that is now open for business.

Q: How do students script the adventure?
I have groups of students create proposals for what the theme and concept of the room will be. After each group presents their ideas, students rank each proposal. The proposal with the most points is the theme and then the class starts to brainstorm and create the script and concepts for the room.

Photo taken before COVID-19.

Seniors get prepared at first-ever PSD Virtual College Boot Camp

As part of PSD's first and largest-ever effort to bring students from all district high schools together to learn about the college admissions process, 240 seniors took part in the Sept. 18 Virtual College Boot Camp (Bee Prepared!).

The virtual event was a tremendous collaboration among PSD high school counselors, the district college planning group and Regional Officers of Admissions of the Rockies (ROAR). Featured breakout sessions included: Understanding the College Application Process; Updates in Light of COVID-19; Writing the College Essay; Building the College List; and much more.

"Although our students and counselors have been physically apart, they came together from across PSD in a bigger way than ever to get excited about and learn how to navigate the process of applying to college," said Theresa Fightmaster, PSD K-12 counselor coordinator.

Thanks to our amazing high school counselors, this generation of high schoolers, especially, are going above and beyond to graduate prepared to succeed in a changing world and plan for anything that comes next."

Originally planned to take place in-person in May 2020 and redesigned as a virtual event, Bee Prepared! helped students gain support, access to critical information and resources, as well as connections to new friends and allies in college admissions. In addition to attending breakout sessions, seniors also got to spend time talking with counselors who answered their questions. Fightmaster lauded the team for working quickly to adapt the event for a remote setting.

Students may contact their high school counselor for more information and to get the link to the Virtual Boot Camp recording.

PSD student art showcased in CSU's virtual Design & Images Art Exhibition

The Design & Images Art Exhibition at Colorado State University (CSU) has more than a 47-year long tradition showcasing the visual arts in Poudre School District.

Over the decades, the exhibition and PSD art programs have adapted and changed to reflect the current state art standards and new learning strategies, and because of the global pandemic, this year has been unlike any other.

Express - Coda, Fossil Ridge H.S.

Students and teachers are facing many challenges with limited studio resources, yet the visual arts at PSD are as vibrant and important as ever. Art teachers are incorporating new materials and tools, and re-inventing and transforming their teaching practices to meet the needs of their students during the COVID era.

"The Design & Images Art Exhibition exemplifies how our young artists use the language of art to interpret their world, to seek multiple solutions to a problem, and to celebrate their personal and cultural differences," said Kimberly Lovett Noel, district visual art facilitator and Beattie Elementary art teacher. "Art curriculum in our schools matter. It symbolizes to our youth that adults value what students have to say. Art provides students a voice to express what is often beyond words, especially during this challenging year."

Develop Craft - Abi, Eyestone E.S.

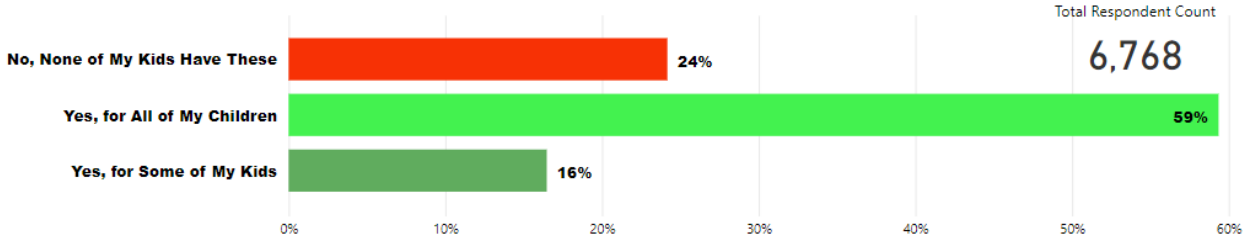
Rather than solely focusing on the students' finished art works, the exhibition's goal is to capture what the learning and the making of art looks like both remotely and in-person. The exhibition highlights the resilience, craftsmanship, and depth of thinking from PSD art students, and the innovation and tenacity of our teachers.

In partnership with the CSU Hatton Gallery and the creative work of Silvia Minguzzi, director of the Hatten Gallery and Digital Performing Space, the Designs and Images Art Exhibition offers a virtual snapshot of artmaking during the 2020-21 school year.

Above and Beyond

PSD students are challenged, motivated, and inspired to reach their personal level of excellence. PSD offers students a broad and diverse set of opportunities that cultivates their talents and offers multiple pathways to high levels of success.

The PSD Family Engagement Survey is provided to all K-12 PSD families every other year. This survey includes a key item that asks: *Has PSD and/or this school provided one or more opportunities for your children to strive toward their personal "Above and Beyond" as described above**?*** The bar graph below shows that 75% of 6,768 parent/guardian respondents indicate some, or all, of their kids had above and beyond opportunities in PSD during 2020/21. This is down 11 percentage units from 86% which was the response from the last dissemination of the Family Engagement Survey in 2018/19.



To interact with a data visualization tool that displays results from the biennial Family Engagement Survey, including PSD Above and Beyond feedback, please click FAMILY ENGAGEMENT SURVEY.

The following exemplars demonstrate that PSD students are experiencing opportunities that cultivate their talents and many are experiencing high levels of success. There are many examples of students, teachers, coaches, counselors, principals, other school staff, parents, guardians, and community partners working together to create extraordinary experiences and support the successes of our community's young people. The following are selected examples that celebrate accomplishments experienced during the 2020/21 school year. We hope that the sharing of these stories inspires our staff and the communities we serve toward continued and expanded partnership in supporting all students toward their personal "Above and Beyond" experiences. Each year in this section of the DE 1.0 Monitor Report, we will move this "spotlight" around to highlight the diversity of extraordinary experiences and success students are having in performing arts, intellectual competitions, athletics, and all other manner of interests and passions.

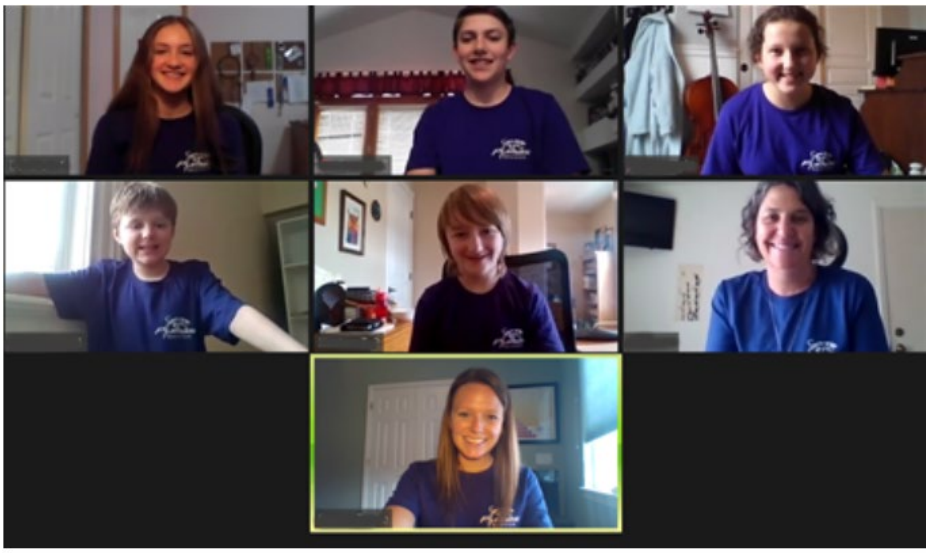
Preston students win National Science Bowl® regionals, securing spot in finals

Preston Middle School students won their qualifying regional competition for the 2021 National Science Bowl® (NSB) last weekend and will compete in the NSB National Finals this spring.

The NSB brings together thousands of middle and high school students from across the country to compete in a fast-paced, question-and-answer format where they solve technical problems and answer questions on a range of science disciplines including biology, chemistry, Earth and space science, physics, and math.

I am so proud of the team. They have been flexible, resilient, and motivated. They have had to do a lot of learning on their own. They are a very fun group of students that have Science as their No. 1 passion," said Amy Schmer, principal of Preston Middle School.

Last year, the Preston science bowl team won the 2020 national middle school championship title after competing with top-level teams across the nation in the NSB finals.



Preston Science Bowl team

A series of regional middle and high school tournaments are being held across the country from January through March. Preliminary rounds will be held throughout April for all regional champions to determine the top 32 teams that will participate in the Elimination Tournament of the National Finals. The Elimination Tournament will be held virtually on May 8 for middle school teams and May 22 for high school teams.

All regional winning schools will receive $500 for their schools' STEM activities. The top 32 teams will receive additional funds for their schools, depending on how far they advance through the tournament, with the top two teams receiving $5,000.

More than 315,000 students have participated in the National Science Bowl® in its 30-year history, and it is one of the nation's largest science competitions. More than 14,700 students compete in the NSB each year. More information is available on the NSB website.

PSD's Science and Engineering Fair showcases creative scientific research

It is easy to picture a bright future when you look at the innovative science and engineering projects Poudre School District fourth- and fifth-grade students devised for school sites' annual Science and Engineering Fair.

Participating in a science and engineering fair allows students to learn the scientific and engineering processes used to answer questions and solve problems they are interested in. Students choose a topic they are passionate about, develop a question, conduct research and work to discover answers to the questions they have posed.

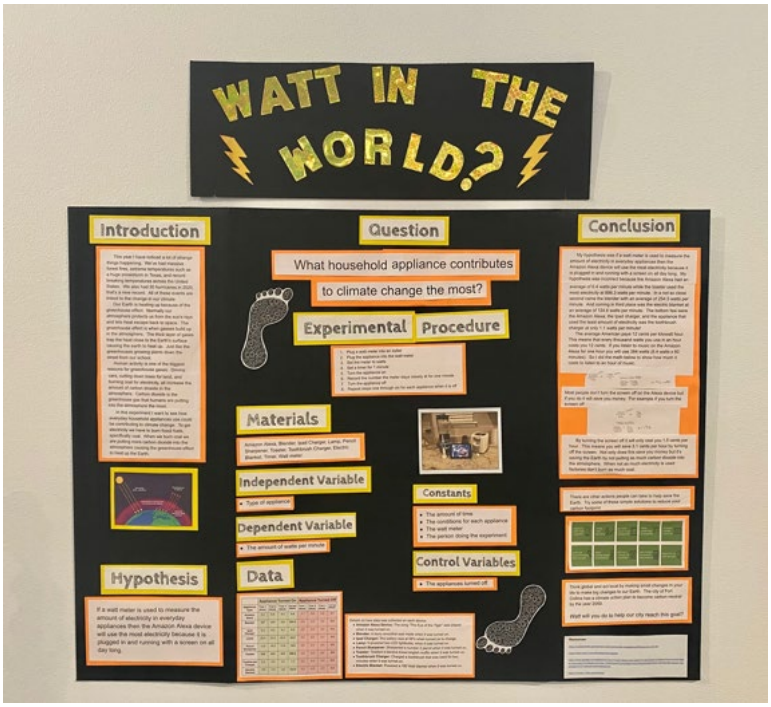
The Science and Engineering Fair took on a different look in 2021. Three schools from across the district hosted a school fair, including a virtual fair at PSD Virtual.

The top awardee from each school had their project displayed at the Fort Collins Museum of Discovery, 408 Mason Court, from April 14-25 and at the PSD Johannsen Support Services Center, 2407 Laporte Ave. in Fort Collins, from April 28 - 30 to showcase their creativity and scientific research abilities.

Parker Grissom, 5th grade, Bacon Elementary

Project: "Watt in the World"

"I love participating in the science fair because you get to learn new things, specifically things that relate to you," Parker Grissom said. "The science fair this year was a great learning opportunity because there were so many new things happening."



Grissom chose a project on climate change to relate to the fires that had happened in our community, the record number of hurricanes, the snow in Texas and the increased number of avalanches this year. He learned about things that he can do to combat climate change.

Highlighting student accomplishments and champions

Every year PSD students, their teammates, coaches, and families are honored by the display of superb performance needed to become a recognized champion. The following students and their teams brought home the gold for the Poudre family. We all recognize that these accomplishments embody the End called Above and Beyond. The accomplishments these young people achieved required dedication, focus, maturity, perseverance, strength, speed, and intelligence. Many, if not all, of these young people often provide an example to their peers regarding personality characteristics that lead to great accomplishment. Based on the accomplishments of all the PSD students highlighted in this report and the support of teachers, coaches, counselors, administrators, families, friends, and community partners that are important parts of these success stories; there appears to be evidence that the PSD community is reaching above and beyond to attain high level experiences, accomplishments, and public recognition.

2020-21 Achievements

U.S. Military Academy Appointments and ROTC Scholarships

- **Griffin Kiesecker, Liberty Common High School - Air Force ROTC Scholarship**
- **Rylie Durant, Rocky Mountain High School - U.S. Merchant Marines Academy**
- **Matthew Kinerson, Rocky Mountain High School - U.S. Air Force Academy**
- **Landon Coker, Fossil Ridge High School - West Point, U.S. Military Academy**

Boettcher Foundation Scholarship

The Boettcher Scholarship, sponsored by the Denver-based Boettcher Foundation, is a merit-based scholarship available to Colorado graduating seniors who provide service to community and school, and are top students in their class, display leadership and demonstrate character. Only 42 scholarships are offered across the state.

- **George Fang, Fort Collins High School**

Daniels Fund Scholarship

PSD seniors who have demonstrated strong character and a determination to succeed in life have been named Daniels Scholars and receive funding to attend the college or university of their choice. The Daniels Scholarship is a supplemental scholarship to all other financial resources, including the family contribution, available to the student.

- **Shelby Sinclair, Poudre High School**

National Hispanic Scholar

The College Board's National Hispanic Recognition Program recognizes about 5,000 of the 250,000 Hispanic/Latino juniors who take college board tests. The recognition is an exceptional academic honor.

- **Anna Mellizo Kroll, Poudre High School**
- **Matthew Kinerson, Rocky Mountain High School**

National Merit Scholar Program

National Merit Scholars score in the top 1% academically. This list includes National Merit Scholar Finalists: National Merit Scholars are selected from the finalists group. It is updated as high schools notify us of students selected.

- **Felix Yu, Fort Collins High School**
- **Gabriel Hoyer, Liberty Common High School**
- **Aimee Johnston, Liberty Common High School**
- **Grace McCormick, Liberty Common High School**
- **Sunny Taylor, Liberty Common High School**
- **Gwen Wilusz, Liberty Common High School**
- **Joaquin Fernandez Odell, Poudre High School**
- **Makabe Aberly, Poudre High School**
- **Chance Challacombe, Poudre High School**
- **Davis Davalos-Delosh, Poudre High School**
- **Sarah Fanning, Poudre High School**
- **Colton Littlewood, Poudre High School**
- **Anna Mellizo Kroll, Poudre High School**
- **Ryan Saldanha, Poudre High School**
- **Isabella White, Poudre High School**
- **Maxwell Uphoff, Rocky Mountain High School**
- **Natalie AmRhein, Rocky Mountain High School**

Outstanding Accomplishments

- Preston students win National Science Bowl regionals, securing spot in NSB National Finals.
- PSD 2021 Spelling Bee top scorer – Nick Smela, Boltz Middle School
- PSD Virtual freshman Maggie Poe wins best in show in Denver photography teen exhibit
- PSDV students get big returns in Colorado stock market competition

2020-21 Athletic Champions/Awards

- Track and Field:
  - **Rhys Travis, Poudre High, triple jump and high jump Colorado state champion**
  - **Braiden Dishman, Fossil Ridge, shot put and discus Colorado state champion**
- Softball: **Fossil Ridge High School 5A Colorado state champions**
- Wrestling: **Cody Ginther, Fossil Ridge**, 160 lb state boys wrestling state champion
- Girls swimming state champions:
  - 200 yard medley relay - **Fossil Ridge: 1) Lucy Bell 2) Rylee O'Neil 3) Mahala Erlandson 4) Renee Gillilan**
  - 400 yard free relay – **Fossil Ridge 1) Lucy Bell 2) Rylee O'Neil 3) Emily Rinker 4) Mahala Erlandson**
  - 100 yard free - **Lucy Bell, Fossil Ridge**
  - 100 yard butterfly - **Lucy Bell, Fossil Ridge**

Connections

PSD students are academically and socially connected to their school and community. PSD provides engaging opportunities to support students' individual pursuits and interests.

To gather information regarding student connections and social-emotional learning competencies, the online PSD Student Connections Survey was delivered to all 5th-12th grade PSD students during October and November of 2021. The online survey was made available to students in three languages: English, Spanish, and Mandarin. Participation was voluntary, with both parents and students having the ability to opt a student out of the survey.

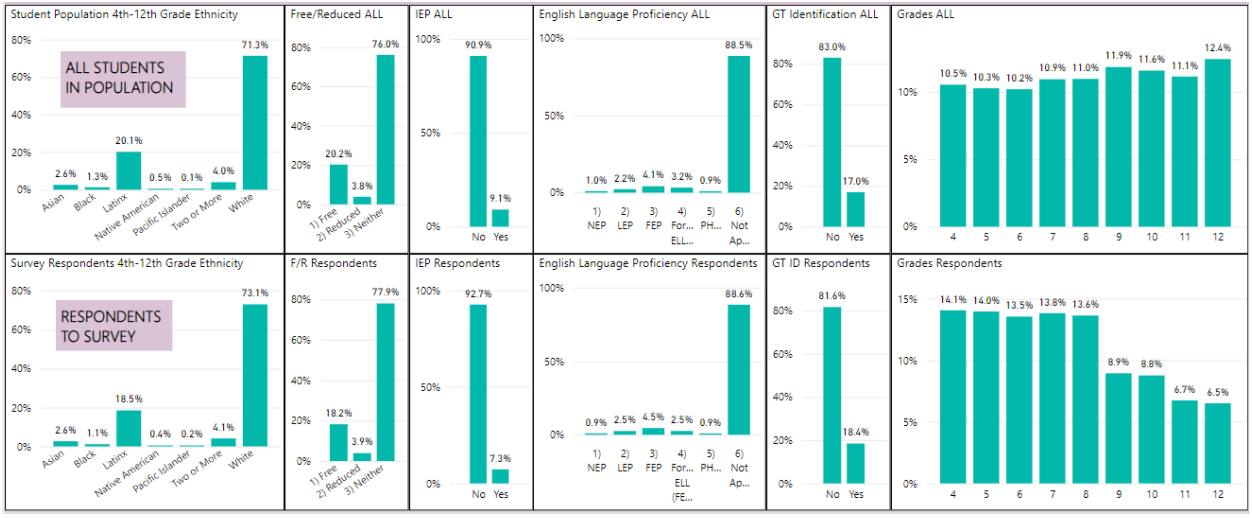
Students' responses to the Connections Survey are intended to help PSD staff learn more about students' academic and social connections within school. Connections are the result of feeling understood, cared about, supported, and valued. Feeling connected to others helps us to be motivated toward a positive future and make the most of our educational experiences. The Student Connections Survey is designed with four areas of focus: student-to-adult connections, student-to-student connections, student-to-interests' connections, and safety. During the second annual administration of the Student Connections Survey, Social Emotional Learning (SEL) subscale items were included. PSD also added a couple of additional open-ended items regarding graduation expectations for 6th-12th grade respondents and added several interests and passions items for all grade levels. Due to the Student-to-Interests subscale change from 2016 to 2017, results for this subscale are displayed for 2017-2021 only. The Student-to-Interests subscale data is comparable across 2017-2021. All other Connection Survey data is comparable across all years**.**

Individual student responses do not become part of a student's educational record. Prior to 2020/21 there were two areas on the 6th-12th grade version of the survey where we asked students if we can share their responses with PSD staff. Other than those two areas on the secondary-level survey, individual student responses were not reported out (confidentiality was maintained). As of the 2020/21 version of the Student Connections Survey, results for individual students may be shared with school administration in support of student learning and wellbeing. The data gathered are aggregated and used by PSD to improve our service to students and their families based on patterns that emerge across groups of students.

The version of the survey given to middle and high school students includes multiple-choice and open-ended (free response) items. Demographic questions are not needed as the survey is delivered via student email accounts and this allows for PSD to merge in demographic information based on student IDs. Accuracy and efficiency are both increased by use of the student email accounts as a delivery mechanism. A complete copy of the Elementary version of the survey can be accessed by clicking ELEMENTARY CONNECTIONS SURVEY. A complete copy of the Secondary (Middle School and High School) version of the survey can be accessed by clicking SECONDARY CONNECTIONS SURVEY.

In 2020/21 PSD 5th-12th students experienced a combination of in-person and distance learning environments and the survey was delivered online at-home starting October 30, 2020. The 2020/21 response rates varied dramatically by school and were lower at each level (68.9% elementary, down from 92.0%; 62.6% middle school, down from 91.3%; and 28.8% high school, down from 62.2%). The 2021/22 response rates increased at each level (87.7% elementary, up from 68.9%; 83.2% middle school, up from 62.6%; and 42.9% high school, up from 28.8%). Note that each of the response rates by level in 2021/22 are slightly lower than the pre-COVID response rates by level. Interpretation of results should take response rates into account. Response rate is an important indicator when assessing the likely representativeness of survey results.

To check the likelihood of student responses being representative of the overall population of students we wished to survey, the following graphs can be inspected to see if the distribution of student characteristics differs substantially between the PSD population (top histograms) and the set of students that responded to the survey (bottom histograms). Representativeness graphs for past school years look very similar to the 2021/22 display below, where the only clear deviation between respondents and the population is within the grade level distributions.



Other than the reduced response rates as grade levels progress, the respondents have very similar student characteristic distributions when compared to the overall PSD student population.

All multiple choice survey items are writen such that they reflect positive sentiments regarding student connections when item agreement is indicated. Averaging results across multiple items and across many students leads to a measurement that indicates the collective level of agreement with these positively phrased items. This type of aggregation across items and students results in a distribution of outcomes that is numerical and varies by student characteristics and by school. Differences between different student groupings in aggregated outcomes (termed “Percent Agreement” in the reports developed) allow PSD staff to identify important patterns and discover opportunities to enhance student connections within their schools. To explore the outcome data from all years of the Student Connections Survey, simply click STUDENT CONNECTIONS and access a data visualization tool developed to inform PSD staff and community partners.

Now that survey data has been collected, analyzed, and reported out to school and district leadership teams; the real value comes in the work that follows. The specific actions taken may be unique to each school. However, a general approach that should work well for the district overall and individual school leadership teams is described below:

1) **Celebrate Positive Outcomes as Reported by Our Students**
   PSD administrators always lead toward improvement; the annual student connections and SEL data collection provides the opportunity to employ an effective system improvement strategy – identify what is going well and celebrate those successes to promote their continuation and expansion. Every one of our schools has areas within the Student Connections data to celebrate. Be sure to energize the whole staff by sharing those celebrations.

2) **Develop a More Complete Picture**
   A careful review of survey data will often surface additional questions. Small group and one-on-one discussions are great ways to ensure that you know what the real student stories are and how we may best respond to new insights. Start this process by exploring your Connections Survey results using the filters within the data visualization tool that allows for nuanced answers to thoughtful questions. Professional curiosity and a willingness to explore is the key.

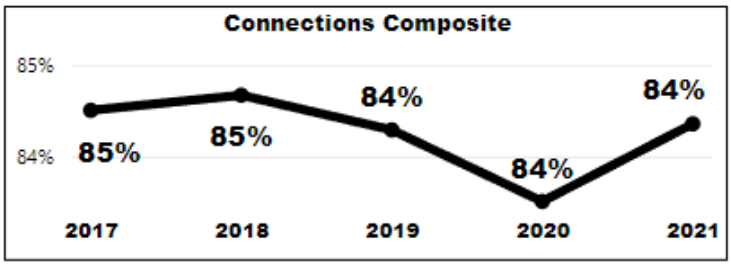
3) **Summarize the Findings that Your Team Believes are Actionable**
   You will rarely share raw survey data or prepared reports and then sit back and enjoy system improvements. Leadership is the next step. A team of school leaders should develop a succinct and informative summary that seeks to isolate key findings and prioritize those findings based on what is actionable. Actionable means that the information has led to an insight(s) that can be acted on to improve the student experience.

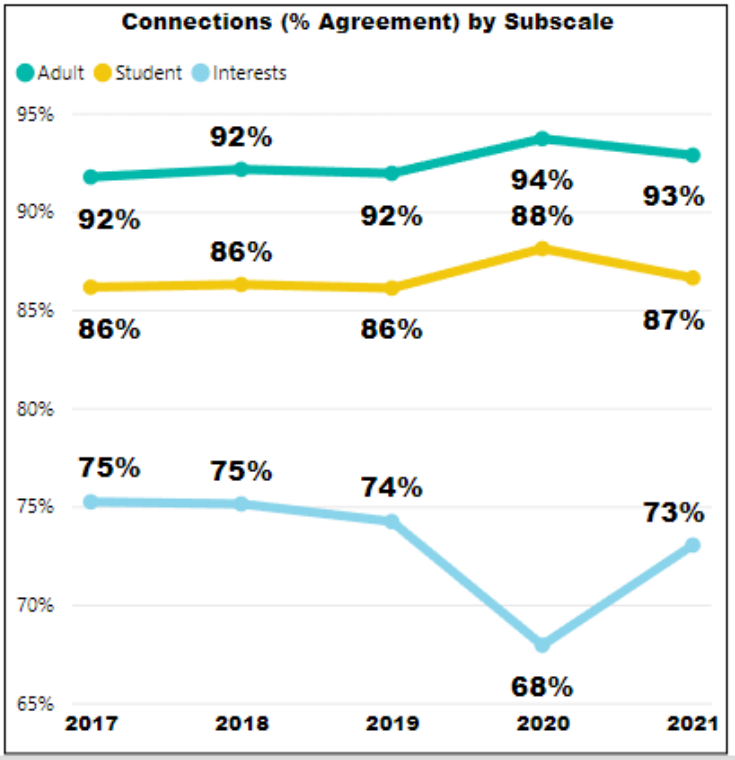
4) **Integrate New Insights into Your School Improvement Efforts**
   Leadership should consider whether any of the actionable insights gained should give rise to development of specific action steps within their Unified Improvement Plan. Alternatively, there may be simple and immediate responses to actionable insights that can be accomplished through adjustments to the regular routines and ongoing development of school culture. School leadership teams will know how best to handle systematic responses to actionable insights at their school. The key point of this next-steps reminder is that change/improvement is not likely to occur without leadership.

5) **Track Progress Over Time**
   As with any improvement effort, leadership will want to continuously evaluate where improvements have been realized and where opportunities exist.

Student Connections Target: Percent agreement ≥ 90% indicating strong connections to adults at school, other students, and interests/passions.
Met Target in 2020/21? No, the target is not hit for all three subscales. Note that the target is hit for the Student-to-Adult Connections subscale each year.

Although the PSD connections target is evaluated relative to the 2020/21 school year outcomes (displayed in the graph below), the Student Connections section of this report includes fall 2021 outcomes as well as the fall of 2020. This is because, unlike achievement scores, attendance rates, graduation outcomes, etc.; the current year Student Connections data has been collected at the time of this report and its inclusion enhances our system's insights. Note that in the graphs below, 2020 refers to the 2020/21 school year and 2021 refers to the 2021/22 school year. This is because the survey occurs in the fall semester of each school year.

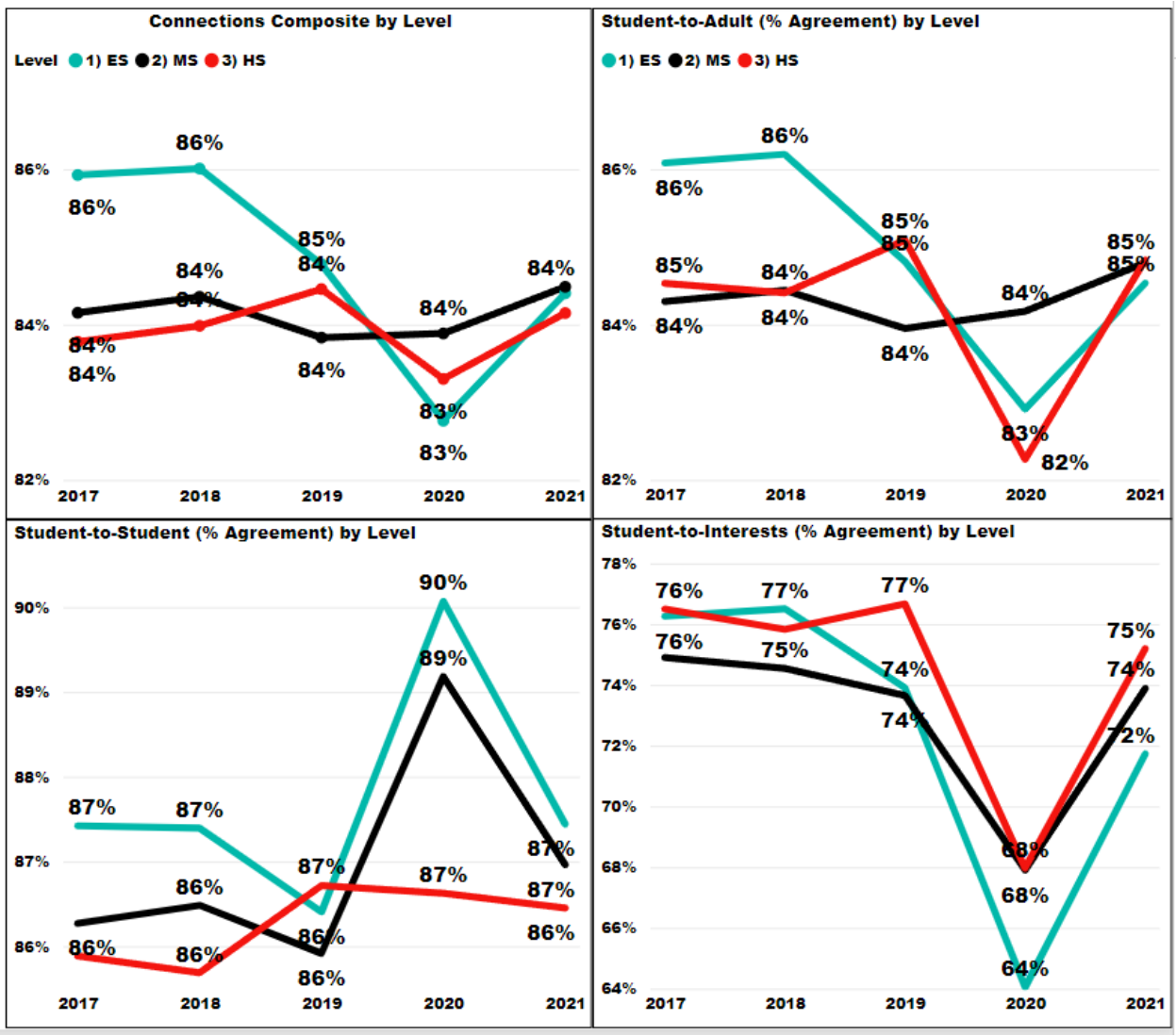




It is clear from evaluating multiple years of connections data across the three main subscales that students consistently self-report the highest levels of connection to adults at school, followed by peer connections, and then interests/passions. Patterns in the Student Connections and Social-Emotional Learning (SEL) measures, that are consistent over time, and indicate associations with student characteristics as well as academic, attendance, and behavioral outcomes provide evidence of construct validity. Student Connections Survey outcomes being correlated in a theoretically predictable manner with other measures (convergent validity), not associated with measures of constructs theoretically not related (divergent validity evidence), as well as being predictive of future outcomes on theoretically related measures (predictive validity evidence) each provide evidence of construct validity. A clear pattern can be seen where self-reported student-to-adult and student-to-student connections associated with school rose slightly during the challenges of COVID-19, while student-to-interests connections decreased dramatically and then rebounded in2021/22.

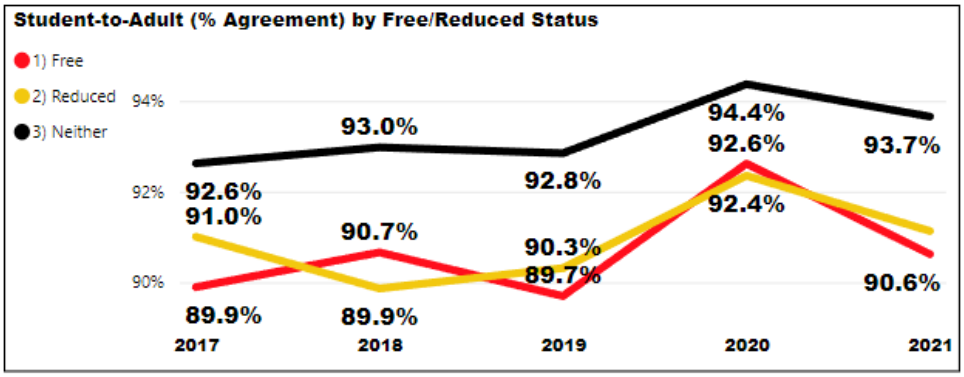
Overall levels of self-reported connection are fairly high district wide, and yet we see useful patterns across the levels of PSD, across the subscales, and among student characteristics. The following are just a few selected outcomes to demonstrate the types of insights that PSD has gained from the survey data. The "Percent Agreement" across items and students are reported below for each level of PSD (elementary, middle, high school). Higher percentages indicate stronger student connections.

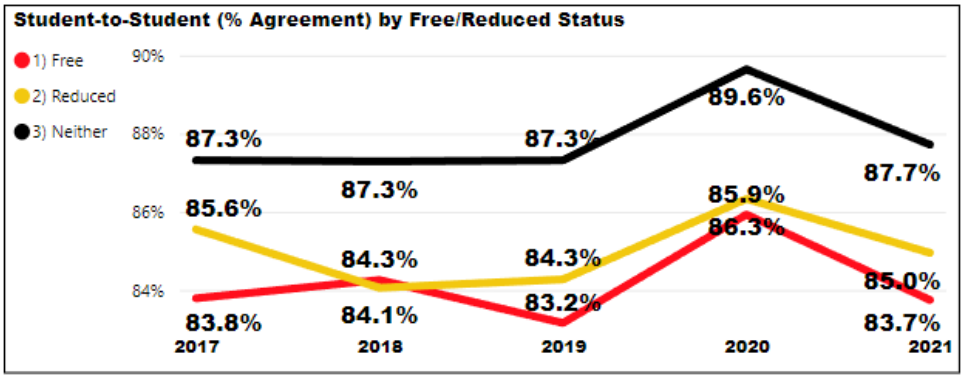
Student Connections by Level (Elementary, Middle, High):

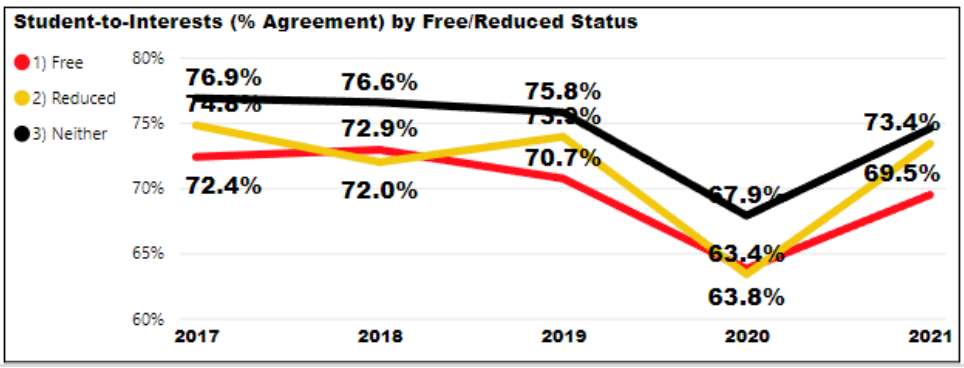


There is no way, within the DE 1.0 Monitoring Report, to adequately represent the tremendous leadership value that a data set such as that produced by the Student Connections Survey generates, especially now that we have six successive years of information and can see change (or lack thereof) over time. A data visualization tool is the only way to efficiently and effectively put the information in the hands of the many school and district leaders that explore outcomes by level (elementary, middle, high), specific school within level, grade within school, and student characteristic combinations or even within specific responses to key items of the survey itself. The data visualization tool linked below is an efficient way to report out on the Student Connections Survey in a meaningful way to our community as well as our district staff. That data visualization tool can be accessed by clicking STUDENT CONNECTIONS. Insights being highlighted in this report are just examples that demonstrate the types of outcomes that Poudre School District has at its disposal to promote data-informed leadership toward improved practices that increase the quality of our students experiences.

Student Connections by Free/Reduced Meals:

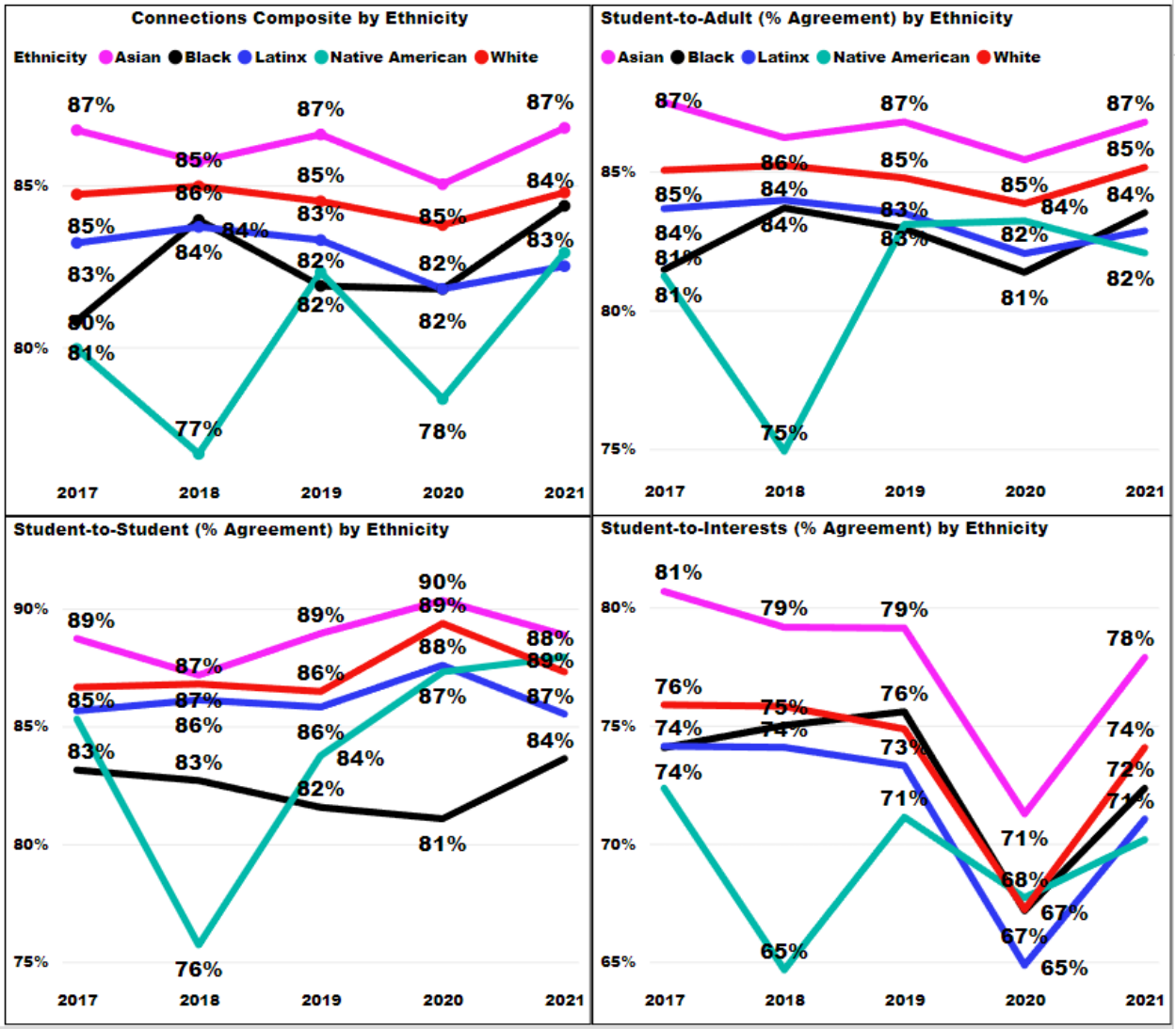






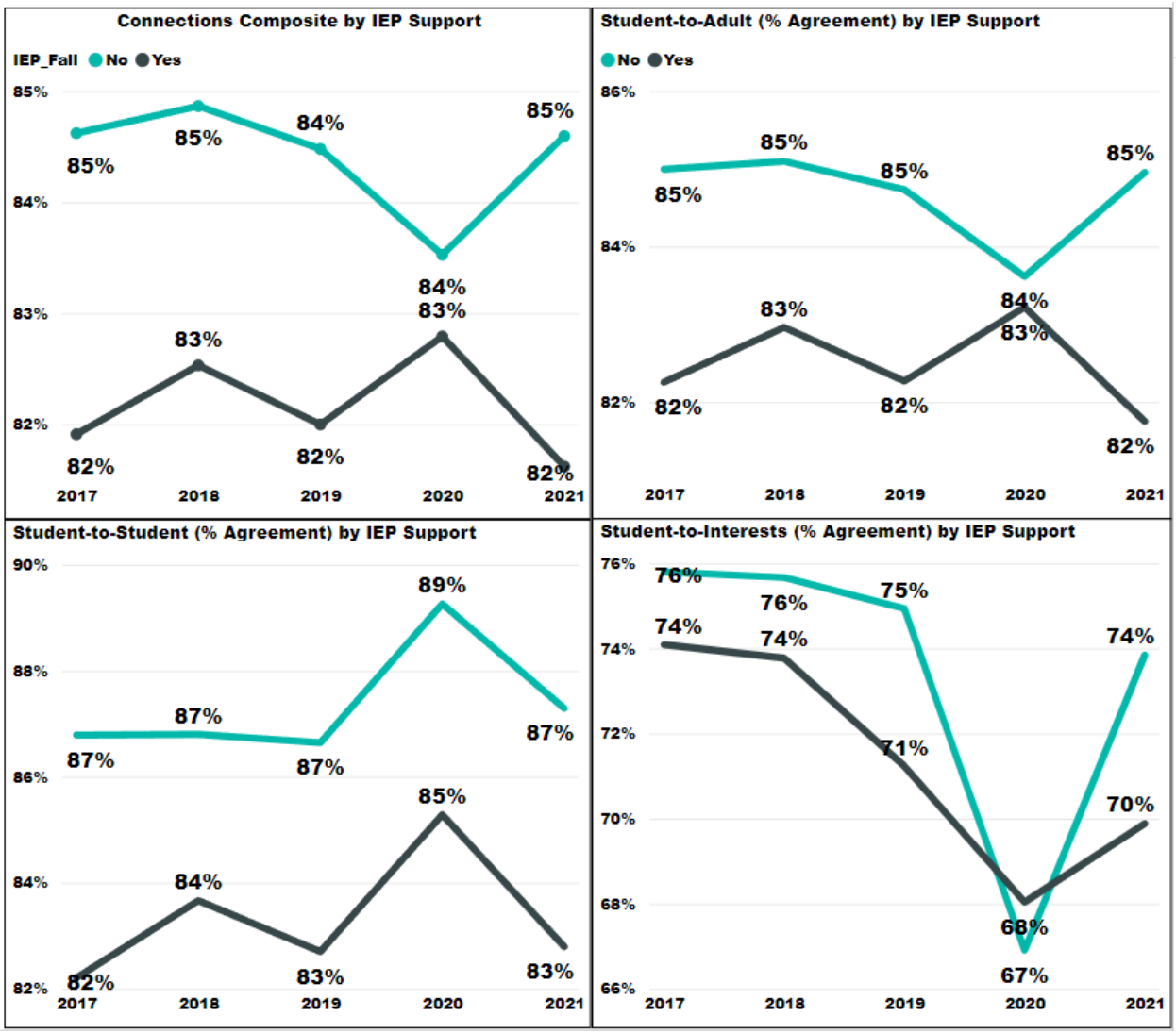
Patterns of student connection are evident based on student socio-economic levels. Students eligible for free meals indicate lower levels of feeling connected to adults, peers, and interests while at school. Although PSD staff may not be able to directly intervene on a family's economic realities, the awareness of these student connection associations/patterns may prompt PSD staff to explore methods for reducing the negative impact of lower income levels on student connections and thereby improve the school experience of all students. Earlier in this Monitoring Report we saw evidence that PSD seniors eligible for free/reduced meals are associated with lower levels of completing the FAFSA form (79.8% Class of 2019) than is evident for the same populations in our comparison districts (all above 90% Class of 2019) and statewide (89.3% Class of 2019). Completing the FAFSA form is associated with receiving financial assistance while pursuing postsecondary pathways such as college. The college enrollment of PSD students eligible for free/reduced meals (38.8% Class of 2019) lags our comparison districts (47.8% and above Class of 2019) and the state overall (42.3% Class of 2019). **Given that a core mission of PSD is to elevate education as an engine of economic mobility**…improving student connections throughout the PreK-12 experience for lower-income populations is one avenue toward positively impacting these disappointing college transition statistics for this important population of young people

Student Connections by Ethnicity:



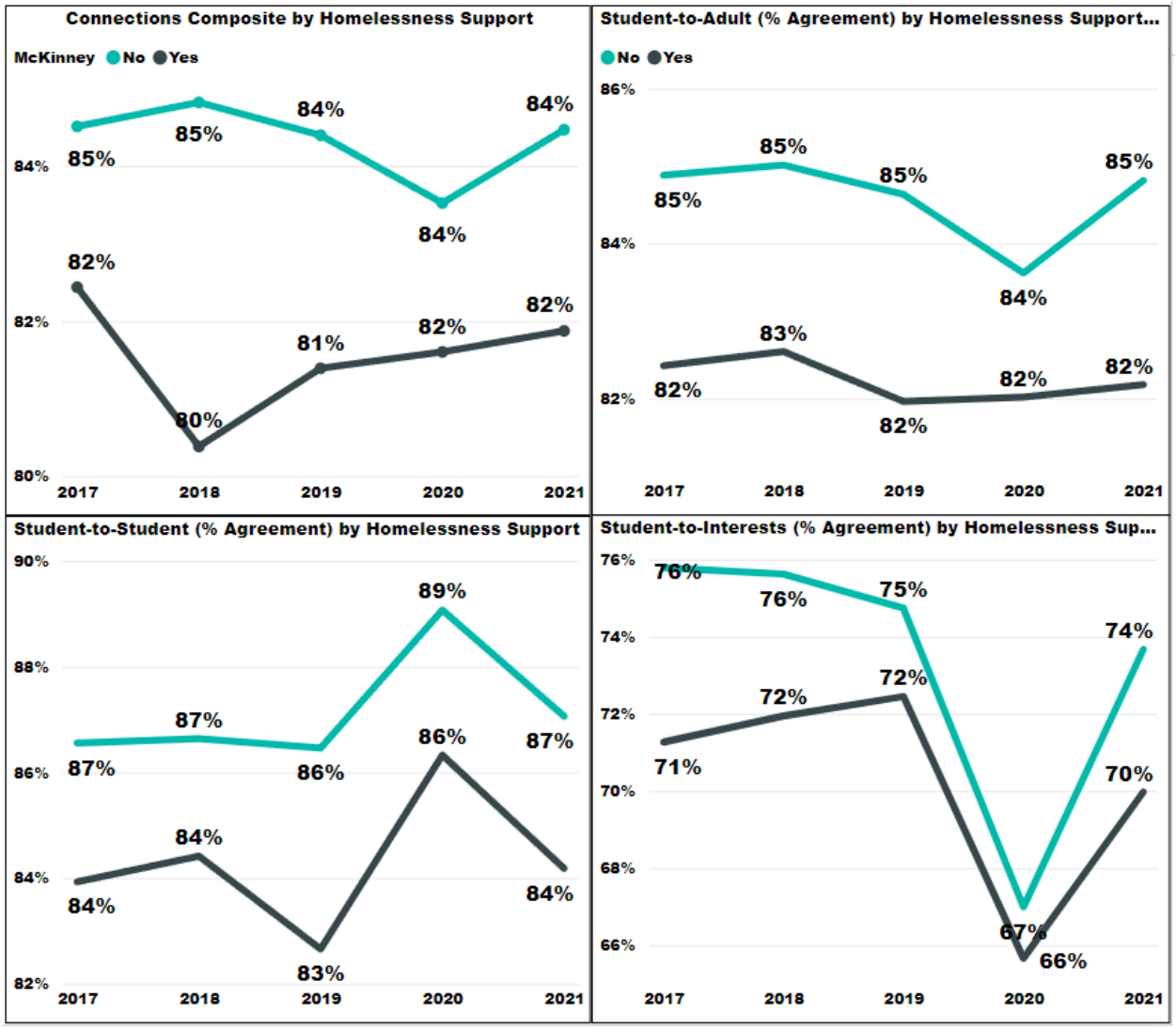
Patterns of student connection are evident based on student ethnicity. There is an overall and persistent pattern of Latinx, Black, and Native American students showing lower levels of self-reported connections associated with school. Awareness of these student connection associations/patterns should prompt PSD staff to explore these relative patterns within their specific school environment and PSD to continue investing in, and actively working toward, a PreK-12 system in which these patterns by ethnicity do not exist.

Student Connections by IEP Support:

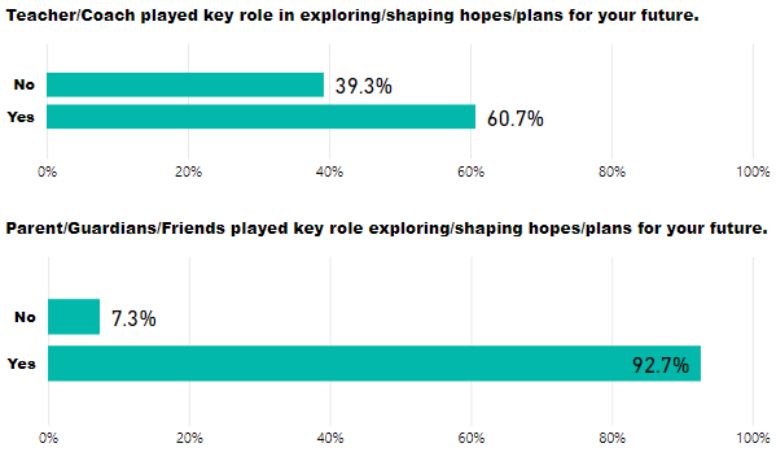


Students supported with an IEP self-report lower levels of connections to adults at school and to peers. Although the pattern is less clear, in a generalized way it is evident that students supported with an IEP also tend to report lower levels of connection to their interests and passions while at school. The patterns in the connections data for students that are homeless (see below) are very similar to the patterns we see above for students supported with an IEP.

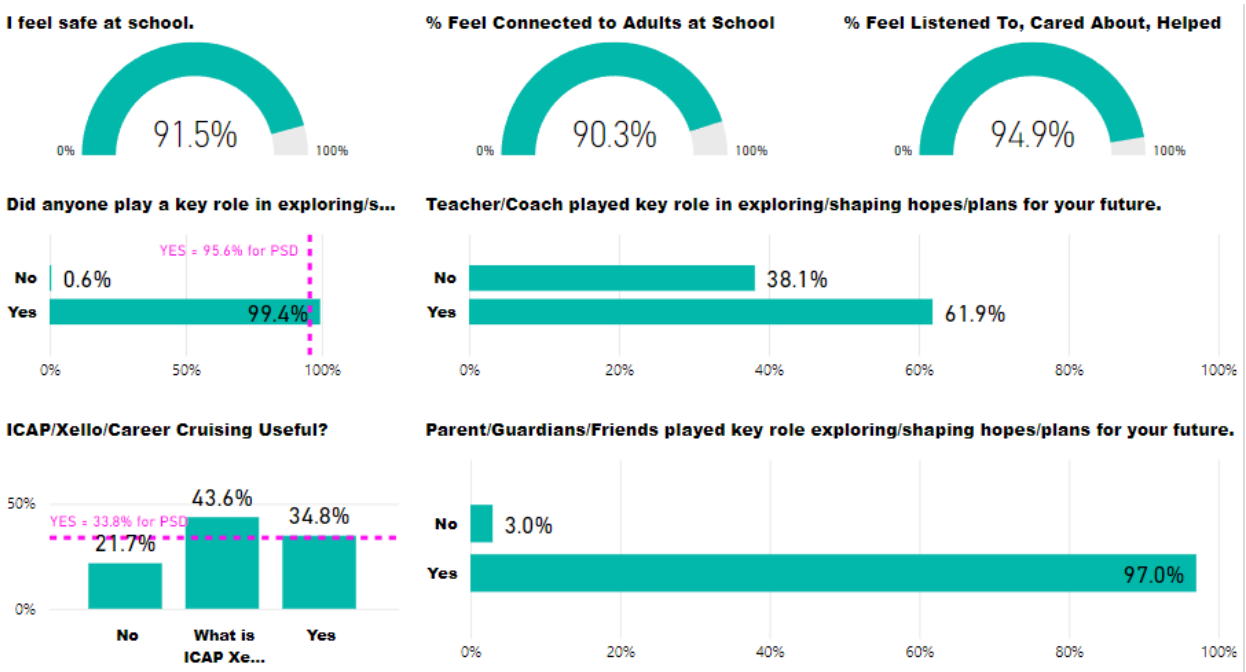
Student Connections by Homelessness Support:



Students self-reported perceived support/interest from adults in exploring and shaping their hopes and plans for their future is much lower in reference to PSD staff when compared to parents, guardians, and friends. Additionally, the overall rate of approximately 2/5 of students responding "No" to the item depicted in the graph to the right is higher than it might be with intentional action. Answering "No" to this item has ranged between approximately 36% to 43% over the past five years (36.7%, 35.8%, 39.5%, 43.2%, 39.3% responded "No" in 2017 to 2021 respectively). How high can a school staff raise the percent of students who respond "Yes" to this item?

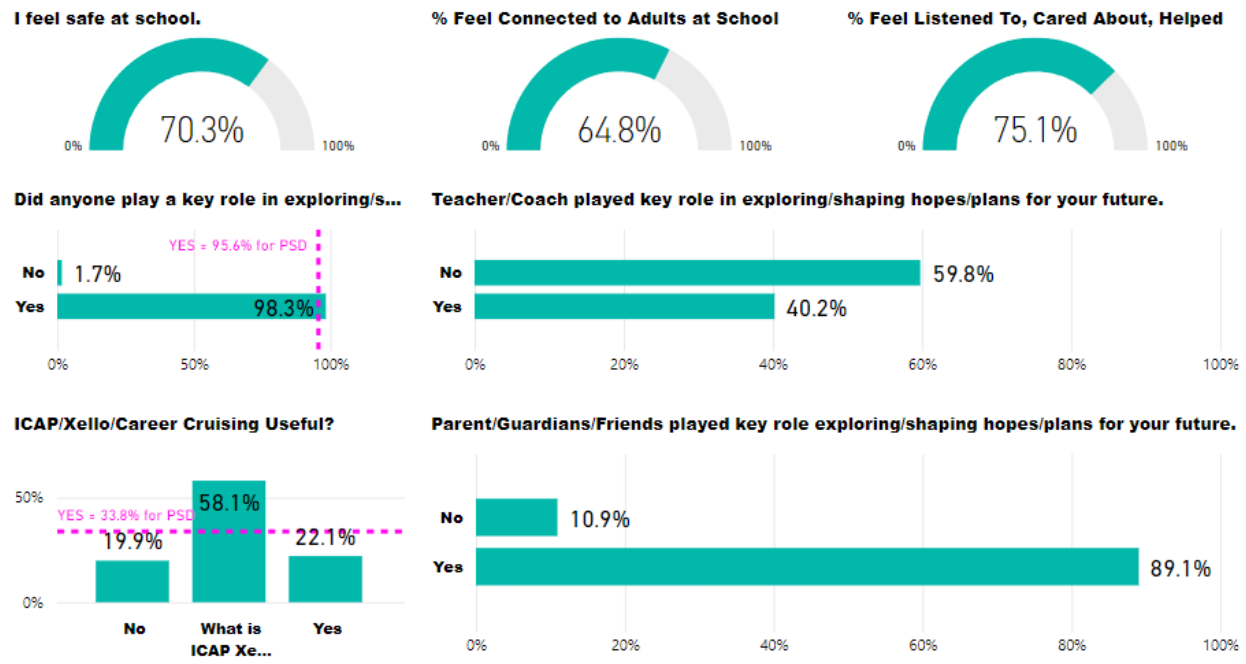


Items of Interest – Students who indicated they EXPECT TO GRADUATE:



The outcomes on this set of items filtered to those students in grades 6-12 that indicated they are not sure if they will graduate from high school (594 students grades 6-12 in 2021/22, up from 406 students in 2020/21) indicates that 59.8% of them do not feel that a teacher or coach played a key role in helping them explore their hopes and plans for the future, down slightly from 67.2% in 2020/21. This is a substantively higher percentage than the 38.1% reported by students who do expect to graduate.

Items of Interest – Students who indicated they are NOT SURE IF THEY WILL GRADUATE:

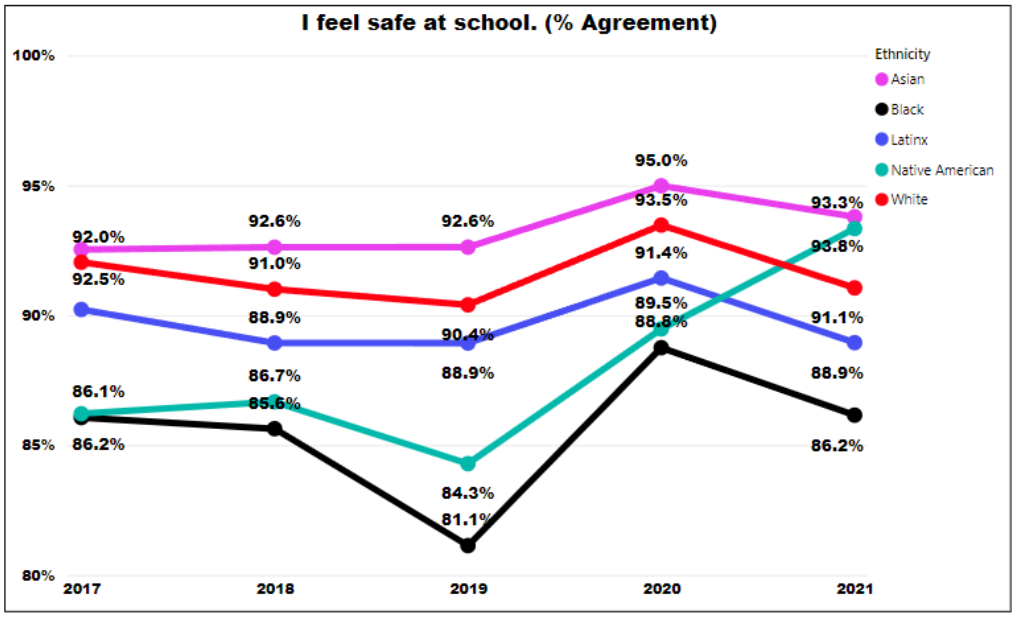


Students that anticipate graduating, and those that are not sure, both have a high overall "Yes" rates (99.4% and 98.3%) indicating somebody is playing a key role in planning their future. Notice that for students who anticipate graduating, there is only a 2.4% difference between the response for "Did anyone play a role…" (99.4% Yes) and "Did a parent/guardian/friend play a role…" (97.0% Yes). On the other hand, among students indicating the're not sure if they will graduate, there is a much larger 9.2% difference between the response for "Did anyone play a role…" (98.3% Yes) and "Did a parent/guardian/friend play a role…" (89.1% Yes). **This seems to indicate that the teachers/coaches are an important source of support for students.**

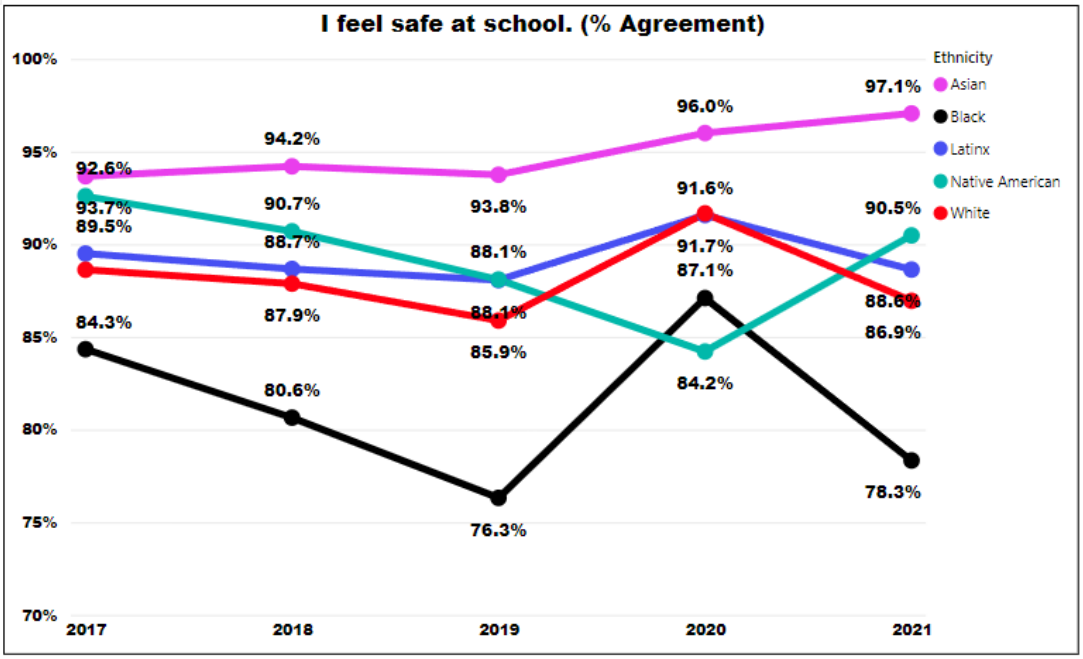
It is important that staff focus on increasing the number/percentage of students that feel supported in exploring/shaping their plans by intentionally engaging students in conversations about their interests and hopes for their future. Additionally, PSD staff can continue to be a source of information and inspiration for connecting our youth with opportunities to explore their interests, both in our classrooms as well as through appropriate connections to community opportunities.

If there are systematic differences in the number and types of people actively supporting our students in forming a positive image of their future possibilities, we may be able to expand these networks of support. Recall that the Student Connections Survey is focused on providing actionable feedback to school leadership teams so we, as a system, can sustainably improve our service to students and their families.

Did you notice that the response to the statement "I feel safe at school" shifted from 91.5% for students who expect to graduate to 70.3% for students who reported not being sure if they would graduate? The student connections survey asks several questions related to feeling safe at school. Feelings of safety are an impportant state-of-mind that promotes student connections and achievement. When students do not feel safe at school they will be less likely to open up and engage with their peers as well as staff. Clear patterns based on ethnicity and socio-econoomic status are evident. Why are SES and safety associated in a school setting? What are the implications for optimizing the student experience; for optimizing learning? Feeling connected to others and feeling safe often go hand-in-hand. Increasing one increases the other.



Among students eligible for free meals we see the following.

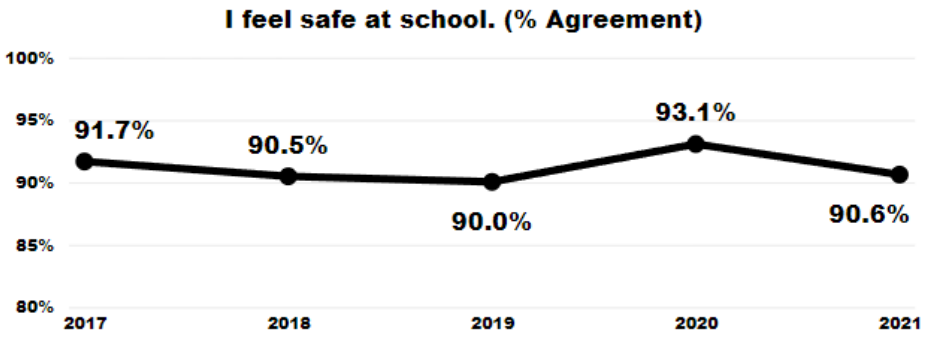


Drilling in a little deeper to learn more about feelings of safety and acceptance while at school, PSD created a subscale out of the following five items from the Student Connections Survey.

Do you agree with the following statements? When you answer, think about how you feel most of the time.

1) There is an adult at my school I can talk to about things that are bothering me.
2) My teachers and other adults in the school help me if I am having trouble.
3) Overall, do you feel listened to, cared about, and helped by teachers and other adults in the school?
4) In general, students at my school treat me with respect.
5) When students at our school see someone being picked on, they try to stop it.
6) I feel safe at school.

The line graph and tables below represent data from the full population of students regarding the "Safety Subscale".



In the tables below yellow indicates below-average scores. Grey Indicates a range of scores centered around the historical average of the subscale composite score (i.e. what is typical for the subscale). Green indicates above-average scores. The color coding is just a way to help the viewer quickly identify relative highs and lows.

Student Safety Subscale

YEAR	% Agreement Safety Subscale	Response Rate	Respondents this Subscale
2021	84.9%	65.1%	12,459
2020	86.6%	45.8%	7,766
2019	84.3%	76.3%	14,625
2018	84.5%	79.4%	15,045
2017	84.2%	75.0%	14,266
Total	84.7%	68.8%	64,161

Safety Percent Agreement by Item and Year

YEAR	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6
2021	82.8%	95.5%	94.0%	88.1%	66.0%	90.6%
2020	81.6%	95.7%	95.2%	92.6%	72.4%	93.1%
2019	83.0%	94.0%	92.9%	87.0%	65.2%	90.0%
2018	83.0%	94.4%	93.2%	87.4%	64.8%	90.5%
2017	82.7%	93.9%	92.3%	86.7%	65.3%	91.7%
Total	82.7%	94.6%	93.3%	87.9%	66.1%	91.0%

The table below contains data for **Black Students** only. Aside from lower agreement percentages in general, please note the following:

1) Black students feel less certain there is an adult at school they can talk to about things that are bothering them (item #1).
2) Black students are less likely to feel students at school treat them with respect (item #4).
3) Black students are less likely to feel safe at school than the overall student population (item #6).

Student Safety Subscale

YEAR	% Agreement Safety Subscale	Response Rate	Respondents this Subscale
2021	80.0%	56.6%	141
2020	82.9%	38.6%	80
2019	79.4%	69.4%	161
2018	80.9%	76.8%	179
2017	79.0%	70.0%	168
Total	80.2%	62.8%	729

Safety Percent Agreement by Item and Year

YEAR	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6
2021	80.9%	96.4%	92.8%	87.2%	58.8%	86.2%
2020	76.6%	94.9%	93.7%	86.3%	64.9%	88.8%
2019	81.4%	92.4%	89.4%	79.6%	61.4%	81.1%
2018	83.3%	96.0%	93.8%	80.2%	56.9%	85.6%
2017	77.4%	92.6%	88.8%	82.9%	60.2%	86.1%
Total	80.3%	94.4%	91.5%	82.7%	59.9%	85.2%

What are the acdemic and social-emotional impacts of feeling more isolated from adults, less respected among peers, and less safe while at school? Its not good, and may be one of the root causes for other outcome gaps our society measures and discusses while rarely taking action to measurably impact outcomes in a positive and sustainable manner. The safety data above is shining a light on an important dynamic given that we are serious about closing gaps, supporting success, and ensuring a positive student experience for every one of our young people. There is no legitamite reason why students feeling they have adults to connect with at school should vary by any factor whatsoever…ever.

For **Native American Students**, we see the following. Much of the commentary above applies here also.

Student Safety Subscale

YEAR	% Agreement Safety Subscale	Response Rate	Respondents this Subscale
2021	86.7%	47.4%	45
2020	83.3%	43.3%	39
2019	81.0%	74.0%	71
2018	79.2%	75.2%	76
2017	76.8%	62.1%	59
Total	80.9%	60.8%	290

Safety Percent Agreement by Item and Year

YEAR	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6
2021	79.5%	95.2%	97.7%	93.3%	71.1%	93.3%
2020	73.7%	89.7%	87.2%	92.1%	76.3%	89.5%
2019	80.3%	90.1%	91.5%	82.9%	61.8%	84.3%
2018	69.3%	88.2%	90.8%	86.8%	55.3%	86.7%
2017	74.6%	89.7%	81.4%	77.2%	57.6%	86.2%
Total	75.3%	90.2%	89.6%	85.7%	62.6%	87.4%

The outcomes for our **Latinx Students** are slightly lower than the overall PSD population.

Student Safety Subscale

YEAR	% Agreement Safety Subscale	Response Rate	Respondents this Subscale
2021	83.7%	59.9%	2,306
2020	85.3%	34.9%	1,163
2019	83.9%	72.9%	2,662
2018	84.1%	75.8%	2,696
2017	83.8%	70.1%	2,444
Total	84.0%	63.0%	11,271

Safety Percent Agreement by Item and Year

YEAR	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6
2021	81.6%	95.3%	93.2%	87.4%	67.4%	88.9%
2020	80.7%	96.2%	95.8%	92.3%	74.3%	91.4%
2019	82.2%	94.1%	92.5%	87.0%	67.2%	88.9%
2018	82.7%	94.0%	92.6%	87.8%	66.9%	88.9%
2017	81.7%	94.1%	91.7%	86.0%	67.5%	90.2%
Total	81.9%	94.5%	92.8%	87.6%	67.9%	89.5%

Students **eligible for free meals** also report feeling less likely to be treated with respect by peers.

Student Safety Subscale

YEAR	% Agreement Safety Subscale	Response Rate	Respondents this Subscale
2021	82.3%	58.6%	2,264
2020	84.8%	35.4%	1,200
2019	81.8%	72.1%	3,084
2018	82.9%	75.6%	3,389
2017	82.2%	69.2%	3,131
Total	82.6%	63.6%	13,068

Safety Percent Agreement by Item and Year

YEAR	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6
2021	81.8%	94.7%	92.0%	84.7%	67.0%	87.0%
2020	79.8%	95.1%	95.1%	90.0%	74.1%	91.6%
2019	82.1%	92.6%	90.2%	83.1%	64.8%	86.6%
2018	82.5%	93.4%	91.4%	84.1%	66.0%	87.9%
2017	82.1%	93.3%	89.5%	82.2%	66.9%	88.5%
Total	82.0%	93.6%	91.1%	84.0%	66.8%	87.9%

Healthy Kids Colorado % Students that Feel Safe at School: 93.4%

2019 HEALTHY KIDS COLORADO SURVEY RESULTS

POUDRE R-1

Number of Responses: 517

Table 174. Percentage of students who feel safe at school

		Percentage (%)*	95% Confidence Interval
	Total	93.4	(89.4 - 97.3)
Sex	Female	93.6	(88.5 - 98.7)
	Male	93.8	(91.5 - 96.1)
Grade	9th	96.6	(92.5 - 100.0)
	10th	91.9	(88.0 - 95.8)
	11th	93.3	(85.6 - 100.0)
	12th	91.9	(86.8 - 97.0)
Race/Ethnicity	Hispanic	83.1	(70.4 - 95.7)
	White	95.5	(94.2 - 96.7)
	Black/African American	.	(. - .)
	Asian	.	(. - .)
	American Indian/Alaska Native	.	(. - .)
	Native Hawaiian/Other Pacific Islander	.	(. - .)
	Multi-racial	98.7	(95.6 - 100.0)
Sexual Orientation	Heterosexual (Straight)	95.0	(90.0 - 100.0)
	Gay/Lesbian/Bisexual	80.3	(71.3 - 89.3)
	Not Sure	.	(. - .)

* : All estimates are weighted to reflect the student enrollment for the school or district. For more information about weighting please refer to the introduction to this report.

. : Data are suppressed to ensure confidentiality when the number of students responding is fewer than 30 and/or the number of students responding YES is fewer than 3, 0%, or 100%, as indicated by a period (.). All percentages are rounded to the nearest tenth.

HEALTHY KIDS COLORADO SURVEY

www.healthykidscolo.org

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It is incredible that the 2019/20 Healthy Kids Colorado survey on the identical item regarding students feeling safe in PSD schools is 93.4% while the fall 2020 Student Connections Survey provided an estimate of 93.1% (item #6). This alignment provides cross-validation for both surveys results. The Healthy Kids Colorado survey data also validates that Latinx students feel less safe (83.1% compared to 93.4%) and adds some insight regarding Gay/Lesbian/Bisexual students, only 80.3% report feeling safe at school, which is a group PSD does not have adequate information for in our student information systems. **Pause a moment to recognize that the PSD Gay/Lesbian/Bisexual community of students indicated the lowest level of "feeling safe" among all other student groups who responded.**

It appears that this important subgroup of students (Gay/Lesbian/Bisexual) feel less safe (80.3%) than the overall population (93.4%) or the Latinx population (83.1%). Although we have no way of providing deeper insight based on data we do not currently collect, one can only imagine that feelings of safety for the Gay/Lesbian/Homosexual population may be even lower within specific socio-economic by ethnicity subgroup combinations. I make that observation based on the patterns we see above from the Student Connections data. Although our data is very thin in the area of feelings of safety while in school for different sexual orientations and gender identities, based on the data we do have one must assume PSD staff and our students will benefit from awareness, conversation, and practices that explicitly address the safety concerns/needs of the Gay/Lesbian/Homosexual student community. Open and informed conversation is probably the most important foundational step toward a more inclusive, vibrant, and safe school environment.

District Ends Conclusions

In summary, the district has adopted four goals that interpret DE 1.0. The interpretations are intended to encompass key outcomes for students throughout their PreK-12 experience in Poudre School District. To focus on continuous improvement, PSD has set targets that while achievable, are rigorous, especially when applied to subgroups of students that have not historically had the same outcomes as our general population. PSD has identified the closing of the outcome gaps, while continuing to support all students in academics and extracurricular pursuits, as a priority for many years. The data elements being gathered and reported through this DE 1.0 Monitoring Report, and other district systems such as the Analytics Platform (dashboards linked throughout this report), are intended to help our educators, administrators, and community partners engage in systematic efforts toward optimal student experiences.

There is evidence throughout this Monitoring Report that PSD continues to have high levels of student achievement for the overall population of students we serve. There are also areas that can be improved upon and the data presented in this report are designed to help inform our district regarding these areas. Examples of these data-informed insights are found in the credit accumulation section where we see that "on-track" percentages by grade level, as calculated by PSD and available to staff in real-time through the PSD analytics platform, need to be as high as 90% in grades 9 and 10 for the overall population and for individual subgroups if we are to meet or exceed our graduation rate target. We learn through the analysis described in this report that students identified as good candidates for additional support in math and in reading typically require a one-year growth effect size of 0.50 and 0.66 respectively to catch-up to the top 2/3 of national peers. This challenging growth outcome can be monitored for individual students as well as groups of students. PSD has evidence that these challenging growth effect size outcomes have been met at some PSD's schools in recent years, but no schools met these growth levels for Additional Support student groups in 2020/21. These catch-up growth targets are challenging but achievable.

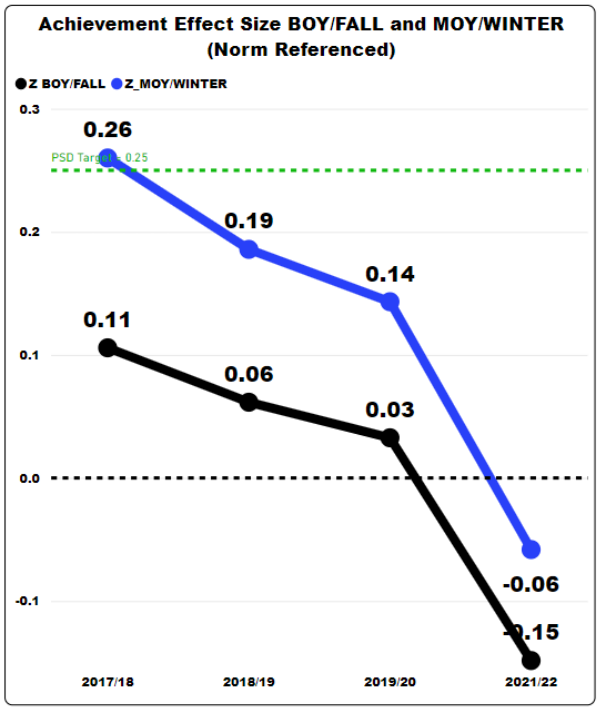
Overall graduation rates, and graduation rates for subgroups of students, consistently fall short of our targets and demand the attention of PSD administration. This report has demonstrated that PSD graduation rate targets have been consistently exceeded by comparison districts within Colorado. Student experiences, achievement, and graduation rates for subgroups lag the overall student population outcomes. Evidence of outcome gaps are abundant in PSD discipline data, academic and extracurricular opportunity data, student connections and safety data, as well as achievement and growth data. All these different indicators move together in predictable ways, and these patterns lead one to believe that impacting the PreK-12 PSD student experience will simultaneously improve multiple indicators of student success. PSD must seek out and act on systemic improvement opportunities that lend themselves to leadership action through policy and practice, while also building the capacity of every individual employee to positively impact students through one-on-one and small-group interactions.

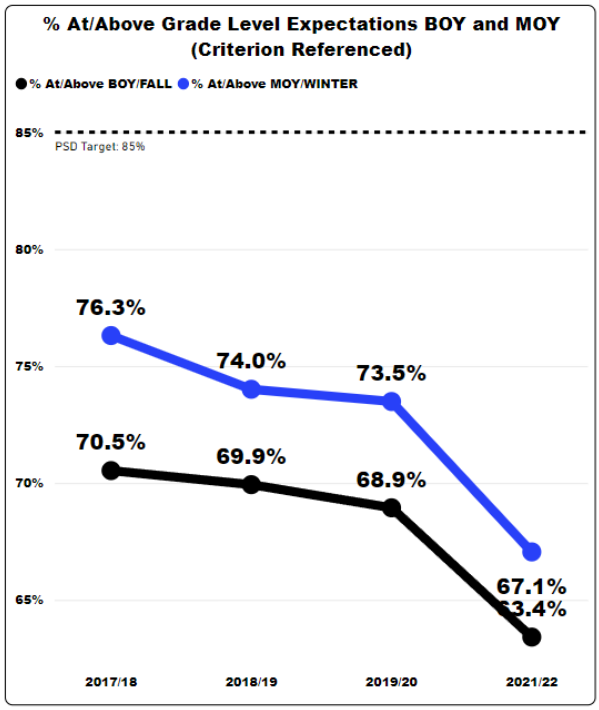
The PSD Analytics Platform directly linked throughout this report provides school leaders and our community partners the ability to explore outcome data in a robust manner. The intention of making such a wealth of de-identified and aggregate data easily available is to promote data-informed leadership among all PSD staff and our community partners. All PSD schools annually engage in site-specific improvement efforts, the availability and explicit public use of the PSD Analytics Platform within the context of this DE 1.0 Monitoring Report is intended to serve as a model of how the Analytics Platform can be used to support continuous improvement efforts districtwide and within specific schools.

Appendix 1: Fall-to-Winter 2021/22 Achievement Gains

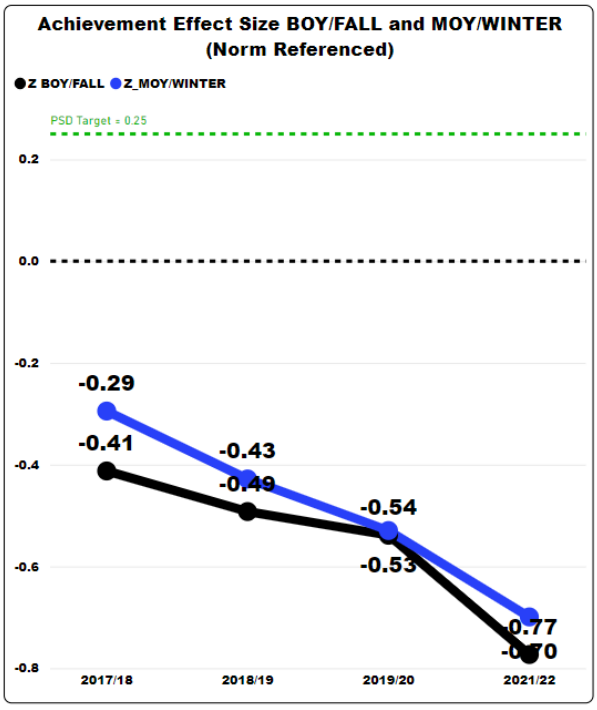
To interact with a data visualization tool that displays the following fall-to-winter achievement data views please click ACHIEVEMENT and GROWTH.

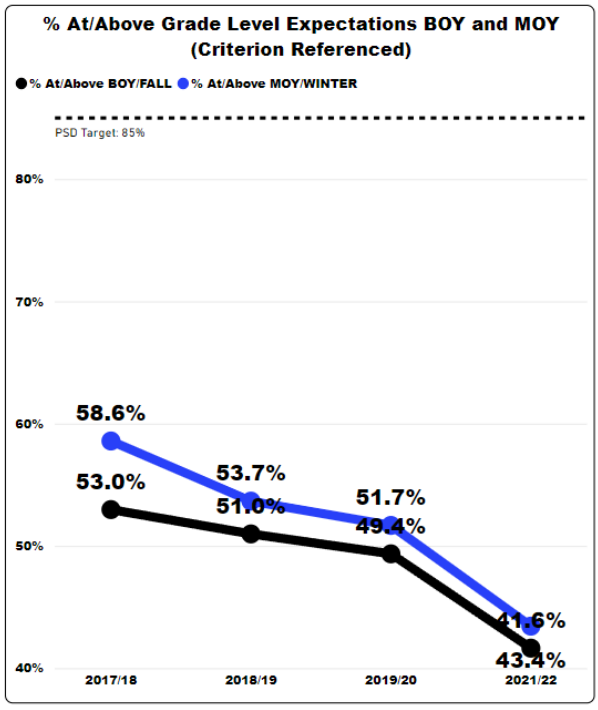
1st-3rd Acadience Matched Scores Analysis: ALL STUDENTS (N=5,272 in 2021/22)



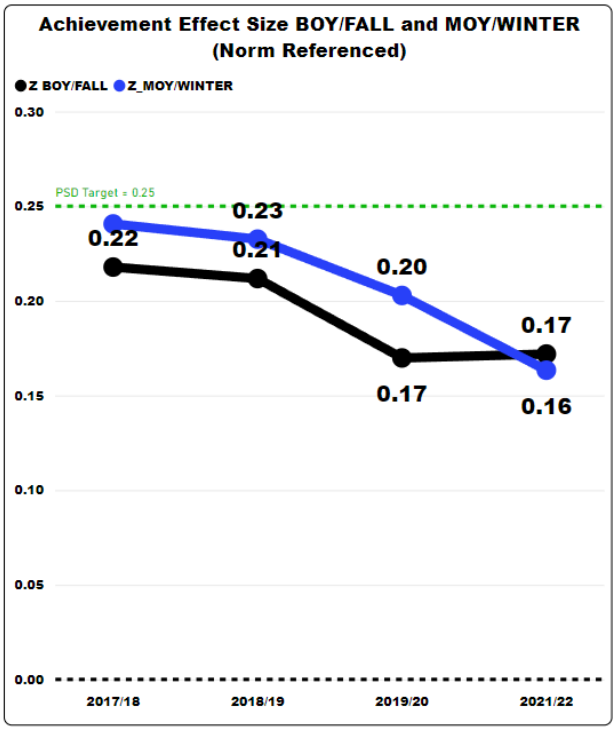


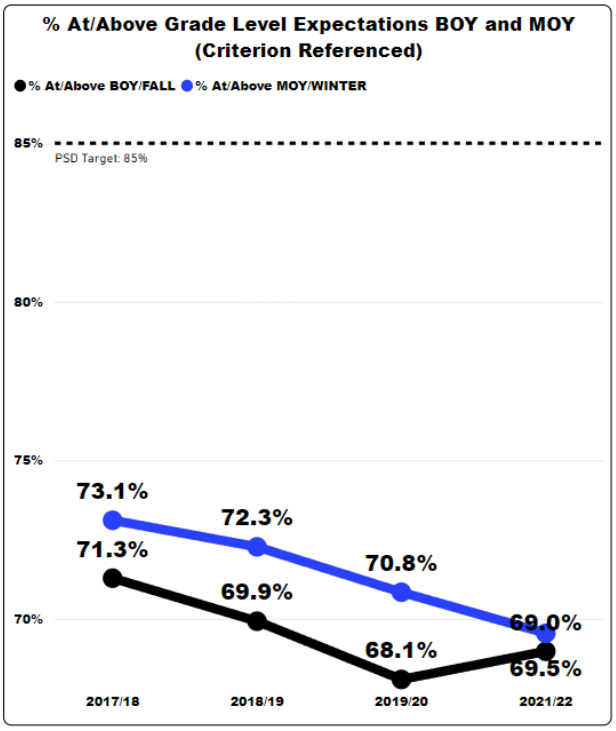
1st-3rd Acadience Matched Scores Analysis: FREE/REDUCED (N=1,501 in 2021/22)



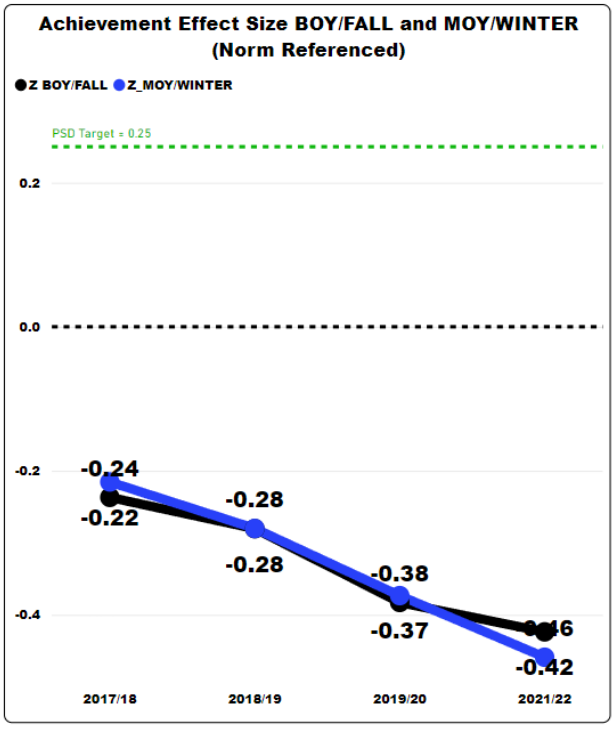


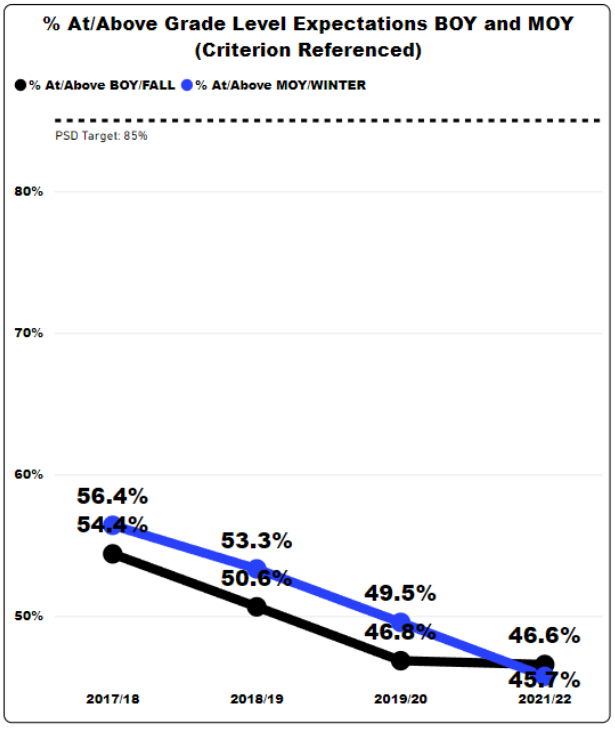
2nd-8th MAP READING Matched Scores Analysis: ALL STUDENTS (N=7,746 in 2021/22)



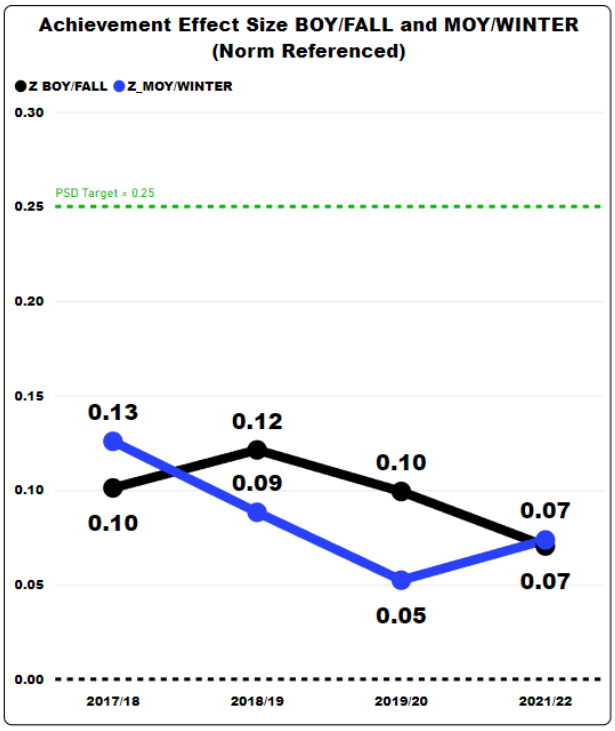


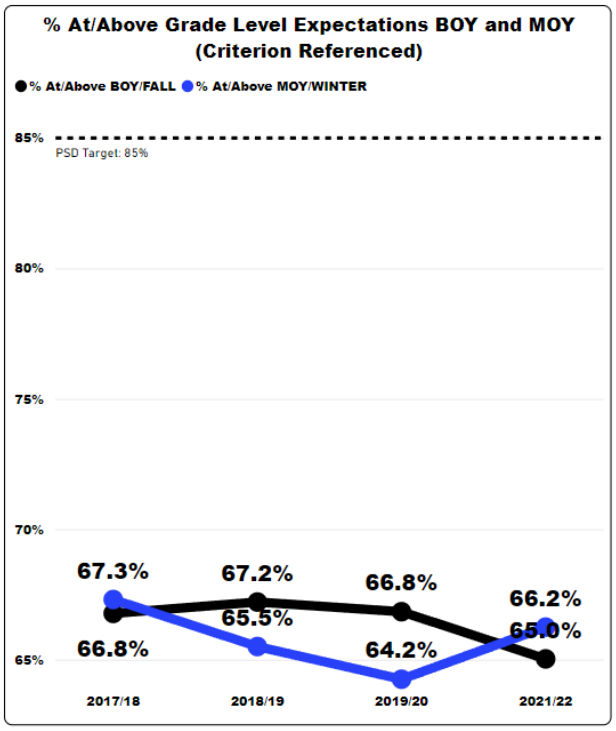
2nd-8th MAP READING Matched Scores Analysis: FREE/REDUCED (N=2,276 in 2021/22)



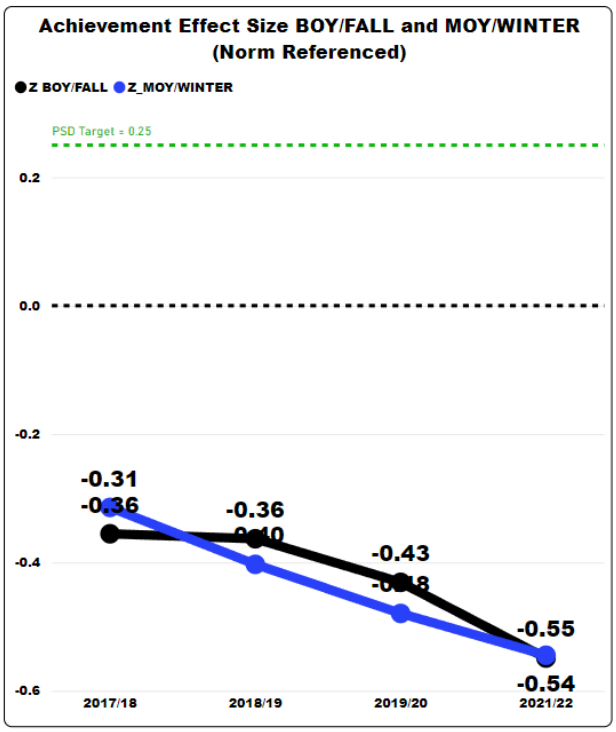


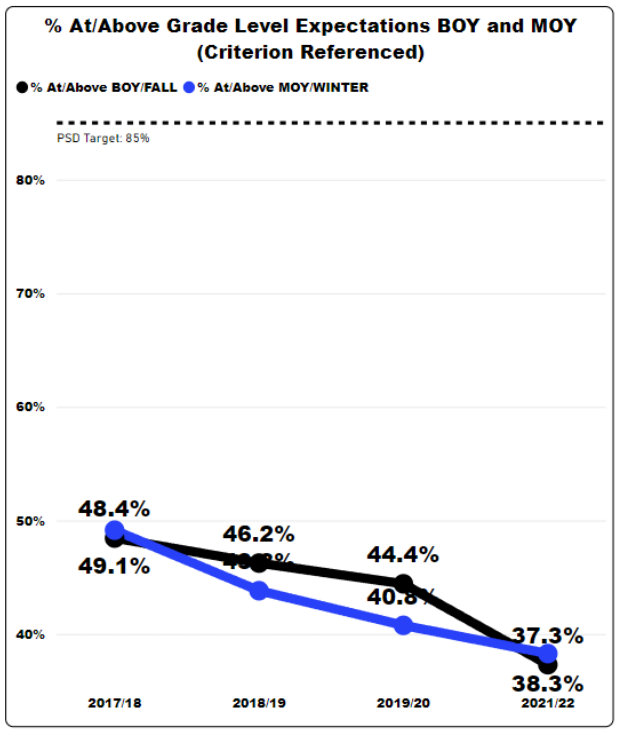
2nd-8th MAP MATH Matched Scores Analysis: ALL STUDENTS (N=7,958 in 2021/22)





2nd-8th MAP MAP Matched Scores Analysis: FREE/REDUCED (N=2,260 in 2021/22)





Appendix 2: Discipline and Opportunity Disparities

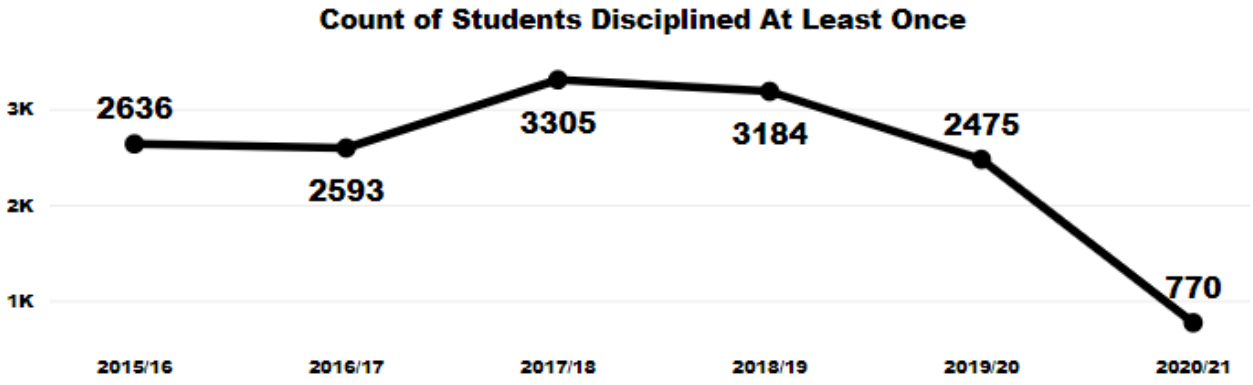
Poudre School District developed a data visualization tool called “Equity Insight” during the 2020/21 school year. All data illustrated below come from the PSD student information system and Equity Insight. Aggregate information/views from the Colorado Department of Education (CDE), the PSD student information system, and Equity Insight are being shared with the public to ensure PSD is transparent with our opportunity, support, and discipline data. Of special interest are discipline data views by ethnicity.

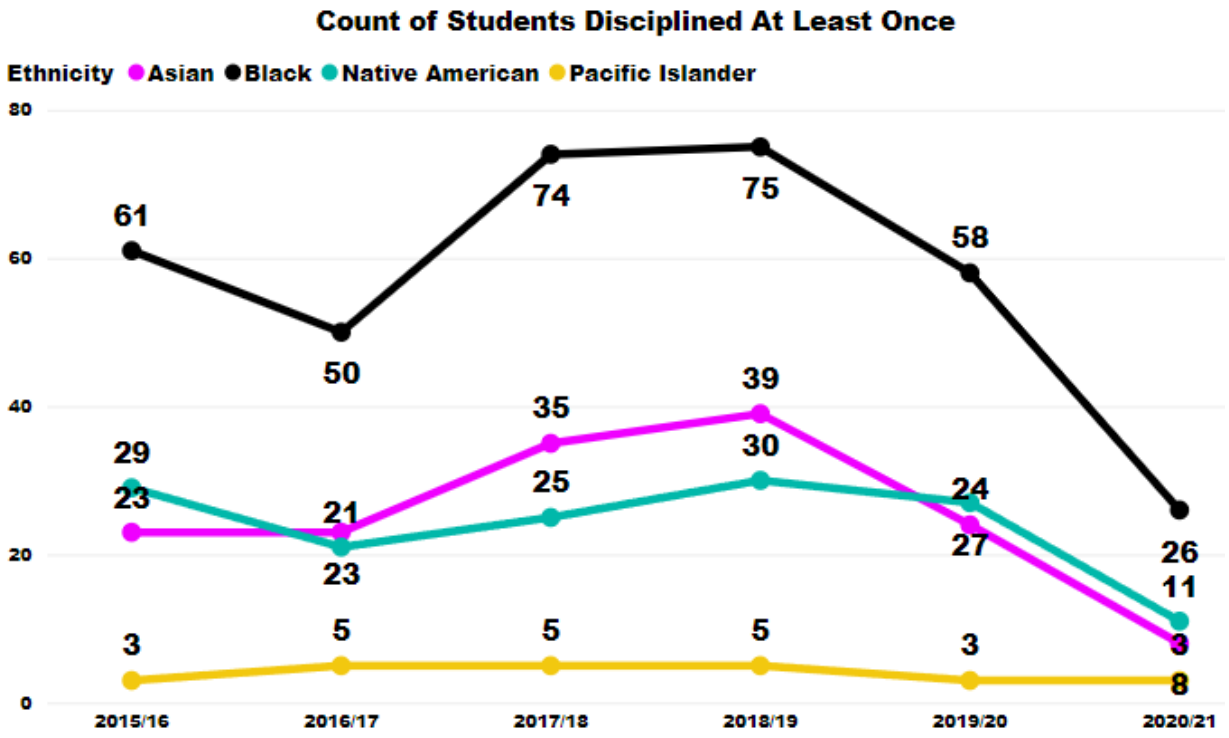
Working to eliminate associations between student characteristics (such as ethnicity) and outcomes of interest (such as discipline response or graduation rates) requires a system to investigate and address current associations in a systematic manner. Two methods used to visualize/describe disproportionalities in PSD data are called “parity displays” and “risk ratios”. Equity can be defined/indicated as "parity in outcomes". Investigating the proportional representation of student groups within outcomes of interest produces indicators of equity that do not require direct comparisons of a target group (e.g., Latinx) to a reference group (e.g., White). Parity of outcomes are displayed using pie graphs.

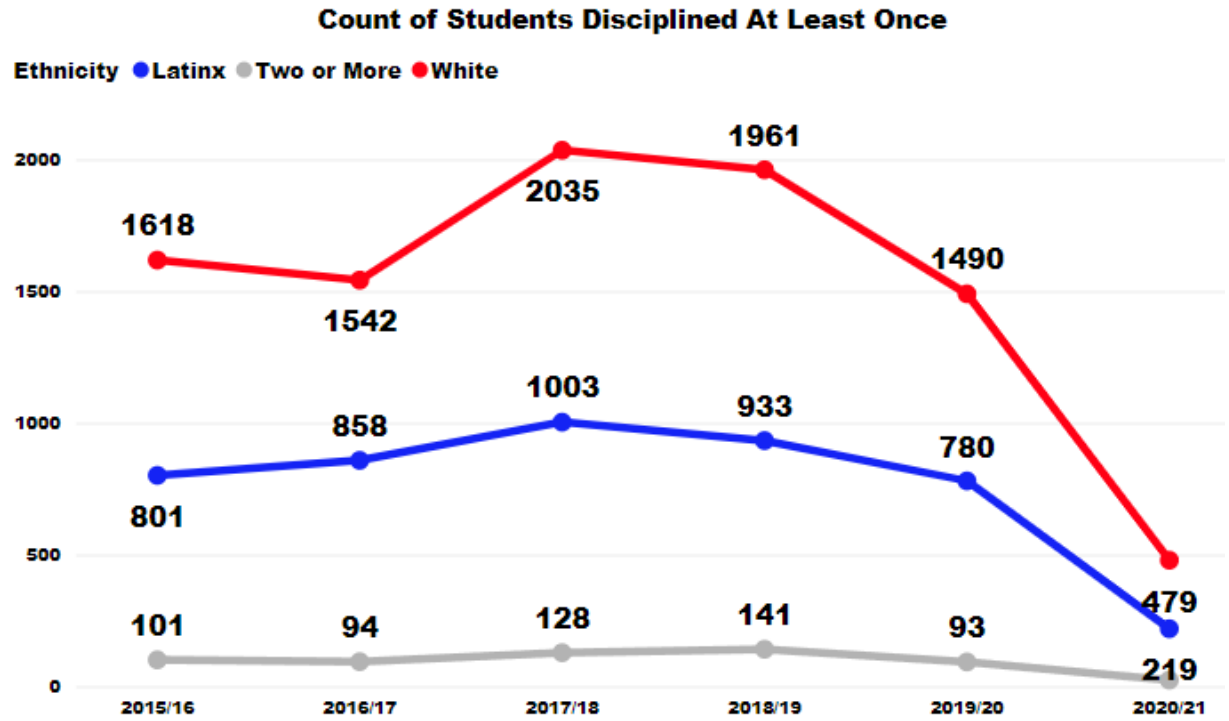
A risk ratio can be interpreted as "the number of times more likely a target population is to experience an event compared to a reference population". The reference population can be a specific subgroup (often selected as the majority group) or the reference group can be “all students”, or “all other students”.

Example Risk Ratio = (Latinx Discipline Count/Latinx Count) / (White Discipline Count/White Count)

Risk ratios and parity displays are calculated using unduplicated student counts within a school year. This means that individual students are counted at most once within any specific risk ratio or parity display. To interact with a PSD discipline data visualization tool that provides greater detail, please click EQUITY INSIGHT.

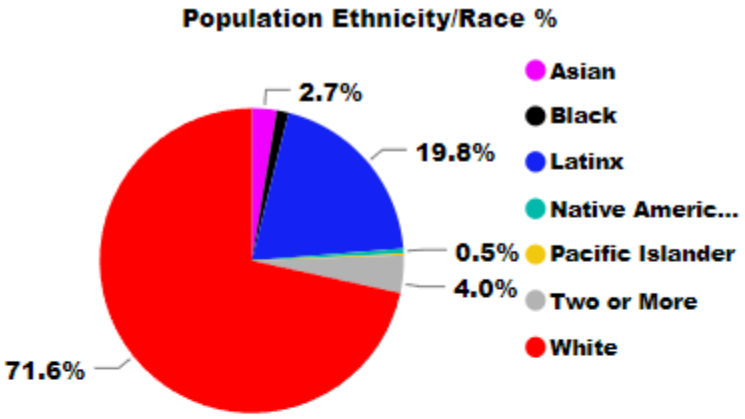


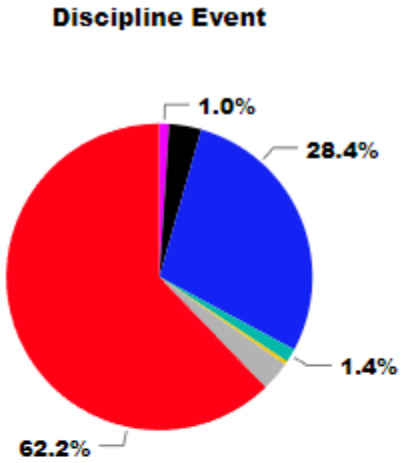

Count of Students Disciplined At Least Once
Ethnicity Asian Black Native American Pacific Islander
80
60
40
20
0
61
50
74
75
58
29
23
21
23
25
30
24
26
35
39
27
11
3
5
5
5
3
8
2015/16
2016/17
2017/18
2018/19
2019/20
2020/21

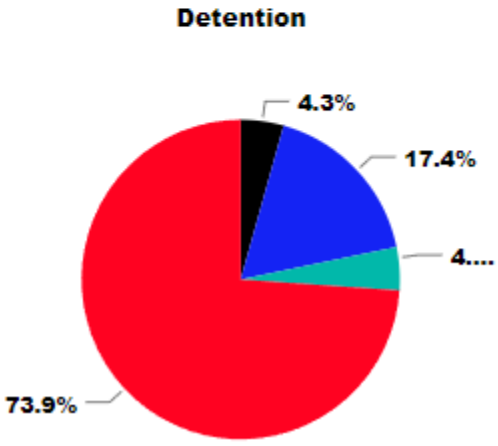

Count of Students Disciplined At Least Once
Ethnicity Latinx Two or More White
2000
1500
1000
500
0
1618
1542
2035
1961
1490
801
858
1003
933
780
479
101
94
128
141
93
219
2015/16
2016/17
2017/18
2018/19
2019/20
2020/21

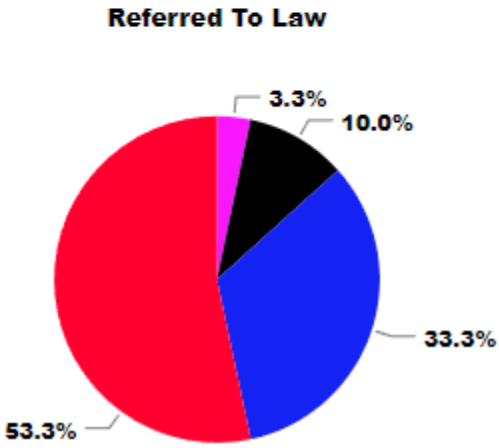
2020/21 Discipline Events: ALL Students

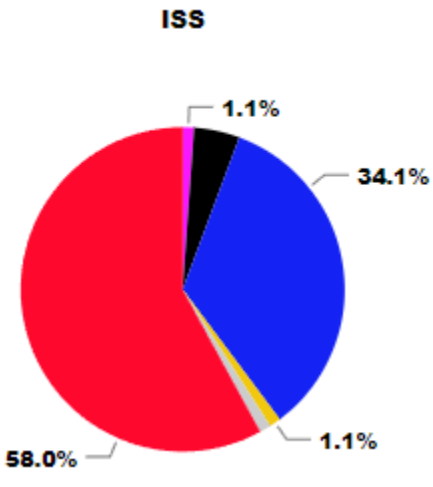
The following parity pie graphs are based on 2020/21 data for 28,201 students.

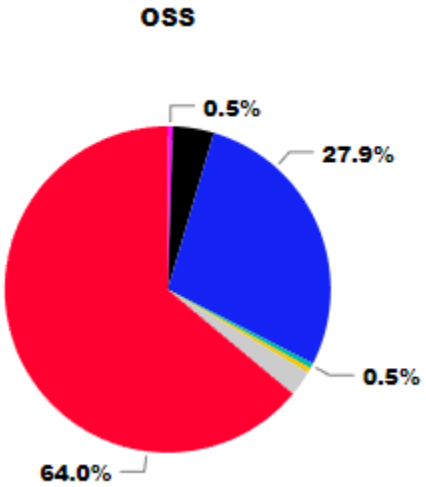






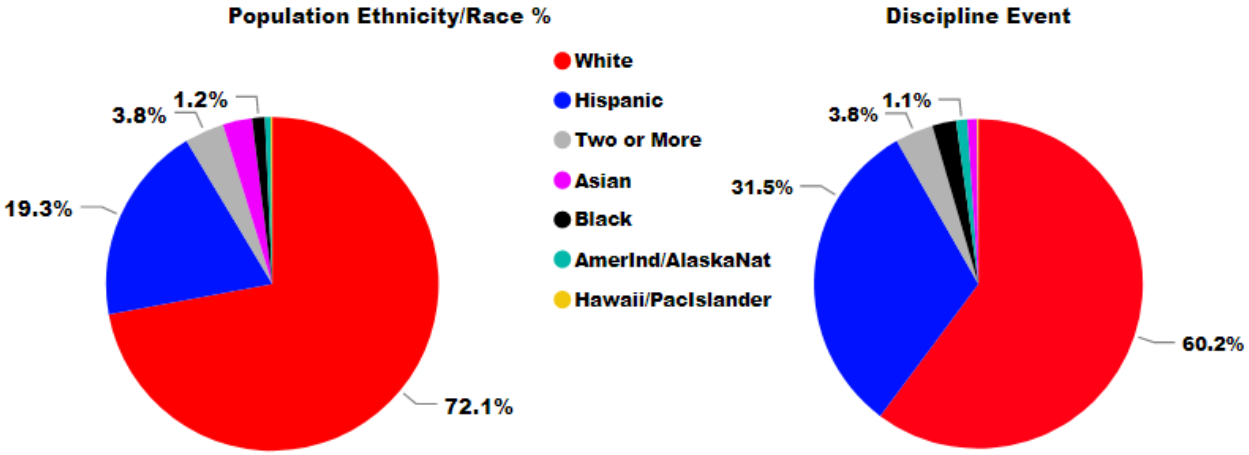


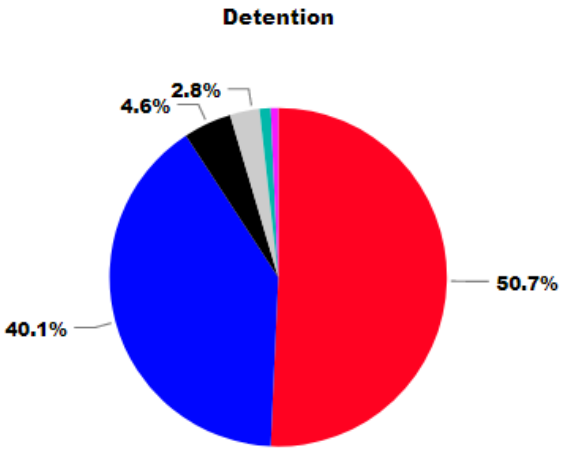


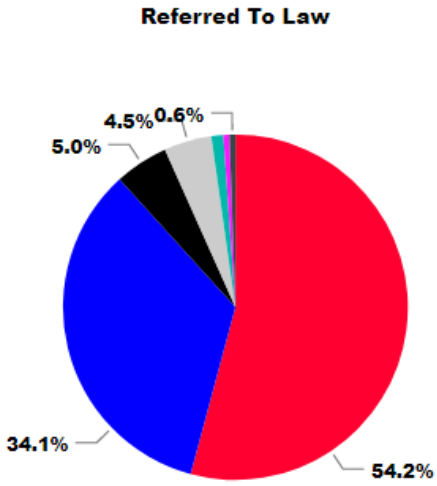


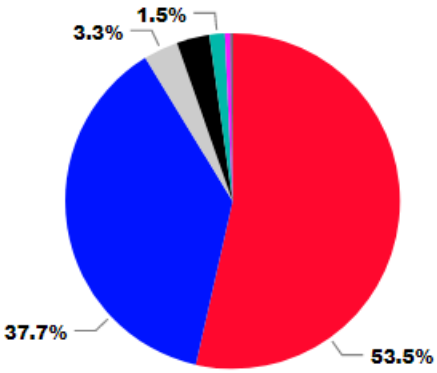
2019/20 Discipline Events: ALL Students

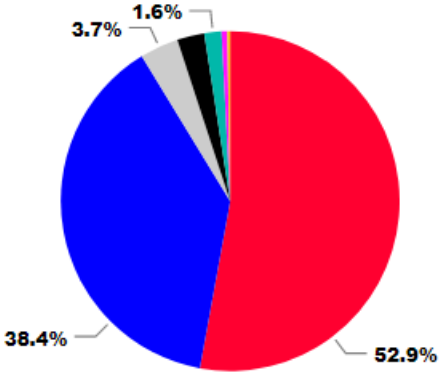
The following views are based on 2019/20 data for 28,518 students.







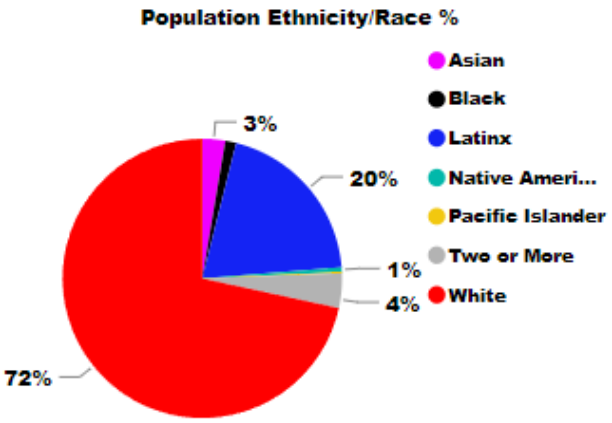




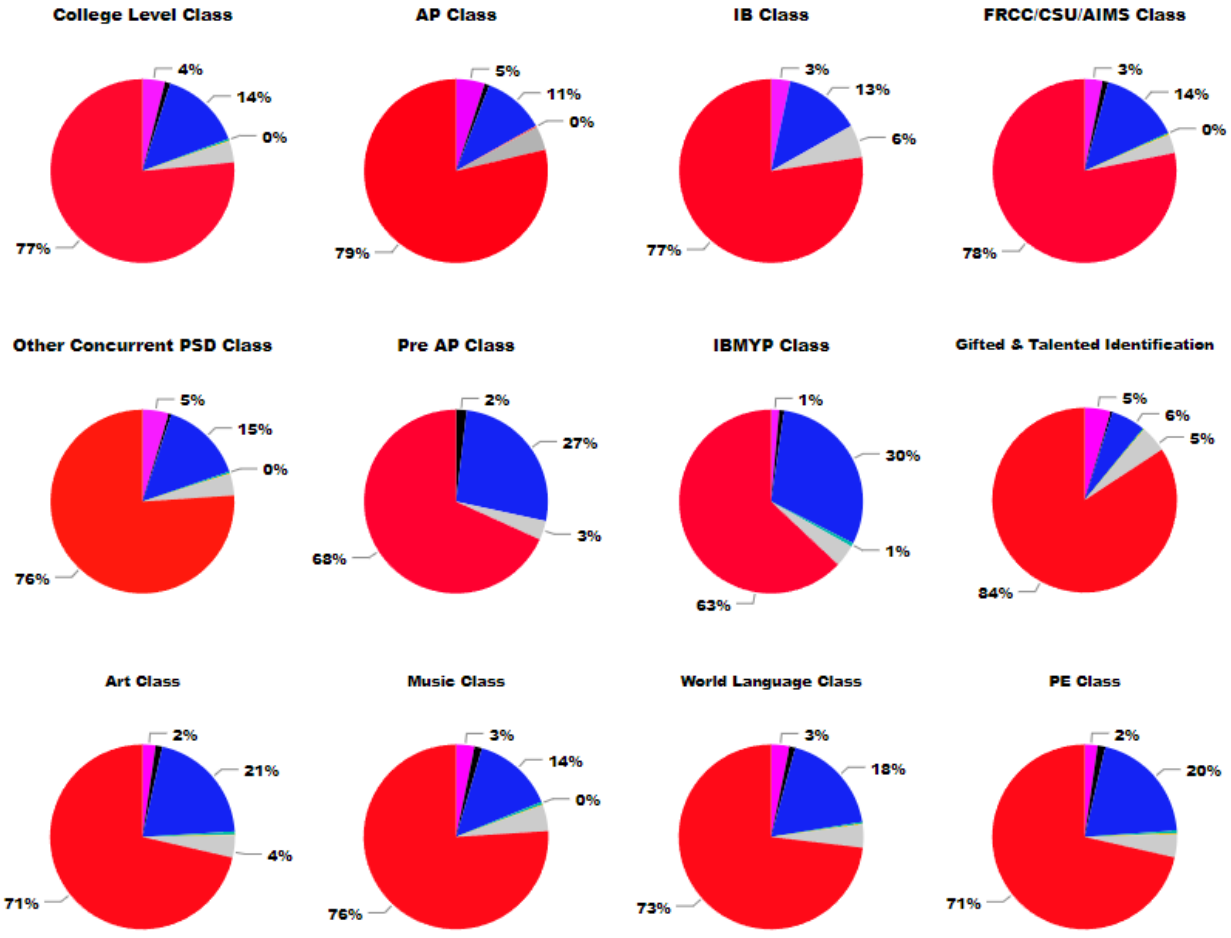
A visual inspection of the parity pie graphs above show that there is a clear disproportionality in 2020/21 and 2019/20 discipline data by ethnicity. Those patterns are evident in past years as well. The following table provides the student population count by ethnicity and year included in the "Population Ethnicity/Race %" pie graphs above and below.

PSD Student Count for Equity Insight

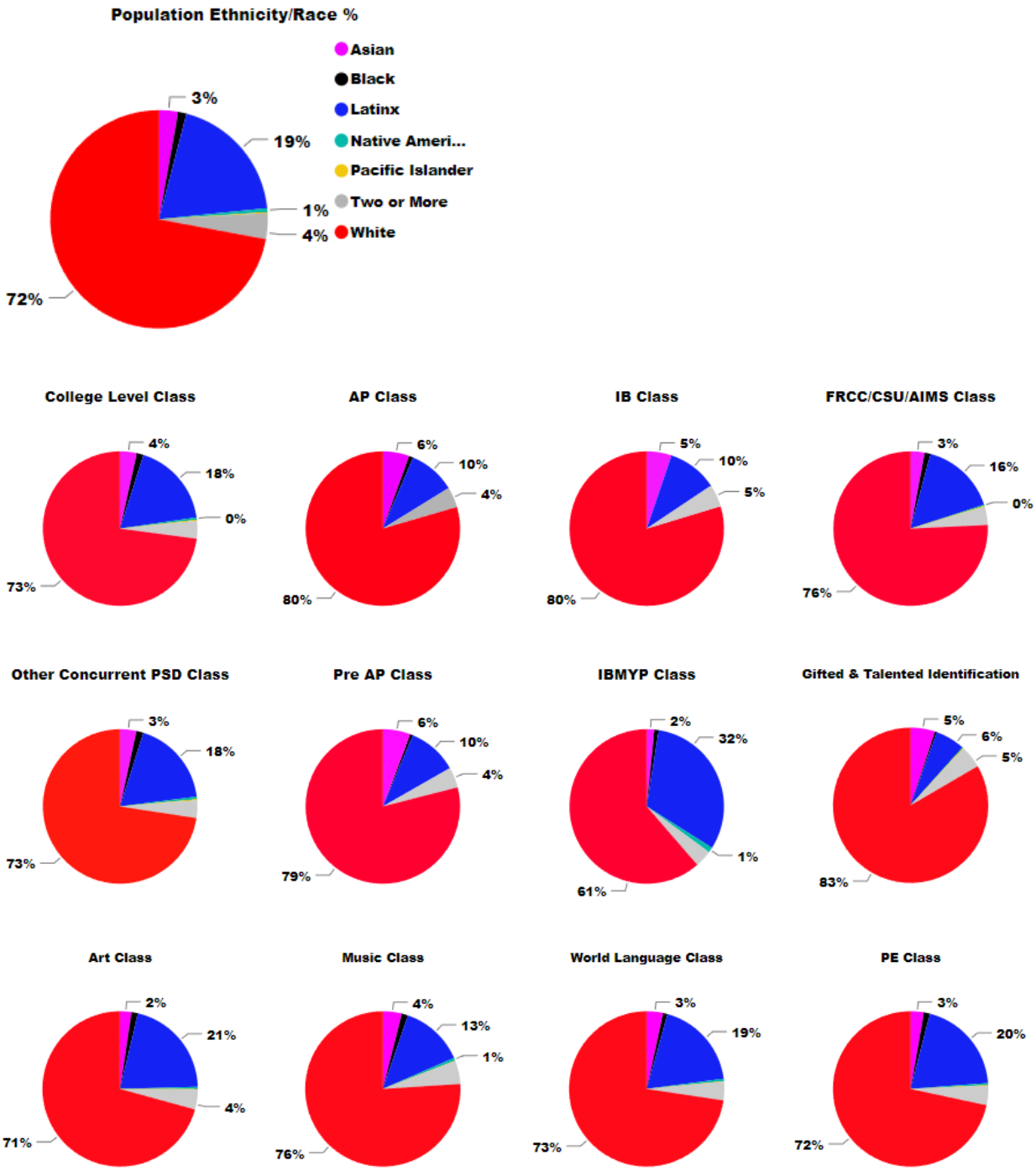
Ethnicity	2019/20	2020/21
White	20,555	20,188
Latinx	5,503	5,591
Two or More	1,094	1,128
Asian	810	748
Black	353	350
Native American	164	154
Pacific Islander	39	42
Total	28,518	28,201



Regarding academic opportunity, there is evidence of disparities by ethnicity based on 2020/21 course enrollment data. Recall that the 2020/21 Monitoring Report (2019/20 data) was the first year PSD developed and highlighted these data views to encourage insight and appropriate action.



Opportunity-Parity data from 2019/20 (Pre COVID)



It appears that the disproportionalities highlighted via these parity pie graphs have persisted and will require systemic action to be addressed.